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ABSTRACT

In the spring of 1971, the Teacher Standards and Practices Commission (TSPC) of the State of Oregon funded a study of exemplary elements of 17 teacher education programs operating in the state. Four documents formed the basis of this study: TSPC's "Interim Report of the Master Plan for Teacher Education"; The "Comfield Model For Elementary Teacher Education"; the Certification Plan for the State of Washington; and A Statement From the Deans and Directors of Teacher Education Regarding the TSPC Master Plan. Seven common directions identified in the documents formed the criteria for the study. In order to identify elements of teacher education programs that might be included in the study, interviews were conducted with department chairmen and deans of all the schools of education in Oregon. The pattern of interviews consisted of a basic format: a) written materials explaining the study which were sent in advance of the interview, b) a review of the study's purpose with institutional representatives, c) a review of the criteria for element selection with institutional representatives, and d) the completion of a one page form by the institutional representative for each element which he felt met the criteria. The results of the study provide a state of the art with regard to program development. This in turn provides baseline data for studying future developments with regard to these themes. Finally, the study directs public attention toward exemplary programs. (MJM)

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Teacher Education in Oregon: Seventeen Case Profiles of Exemplary Teacher Education Programs

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Authors

David D. Marsh
Norman Koch
Steven Anderson
Justin Ferate
Shelley Reimer

Teaching Research
Oregon State System of Higher Education
Monmouth, Oregon

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FOREWARD

In March, 1969, Dr. Dale Parnell, Oregon State Superintendent of Public Instruction, asked the Teacher Standards and Practices Commission to assume leadership for the development of a state plan for educational personnel development. The purpose of the proposed plan was to improve the quality of education for Oregon's children through the improved selection, education, and performance of teachers and other educational personnel. Dr. Parnell suggested that the plan deal with the following areas: selection and recruitment, pre-service education, in-service training, certification, and staffing patterns.

During the first year of planning, the Commission worked primarily through Topic Advisory Committees in each of the five areas noted. These Committees of approximately ten members each included teachers, administrators, college personnel, representatives of professional associations, students, and others. On the basis of the efforts by each Committee, the Master Plan Committee of the Commission drafted an Interim Report which was modified and accepted by the Commission as a working paper on July 15, 1970. Over a thousand copies of this report were circulated to educators throughout Oregon.

Several respondents to the Interim Report indicated that many of the recommendations made were standard practice in many of Oregon's teacher education institutions. In order to ascertain the "state of the art" and to direct attention to those practices, the Commission contracted with Teaching Research of the Oregon State System of Higher Education. The contract called for Teaching Research to study document and present identified materials and programs as related to the development of a set of teacher education program descriptions.

The Commission anticipates that the report will provide a portion of the rational and base-line information for projecting objectives and priorities for a plan. Additional benefits of the study include: the sharing of program elements, the directing of attention to those areas that may improve teacher preparation programs; demonstrate the cooperative effort among agencies and institutions interested in teacher preparation; promoting the procurement of teacher education grants; and the sharing of factual information relating to the areas being studied.

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Chapter 1

Results of the Study in Perspective

The Teacher Standards and Practices Commission has been charged with the task of establishing a Master Plan for Teacher Education in the State of Oregon. The plan is expected to be the basis of new legislation concerning teacher education in the next several years. The Commission, an interesting coalition of public school teachers and administrators as well as professors and deans from both public and provate teacher education institution, has an admittedly difficult task.

In the spring of 1971, the Teacher Standards and Practices Commission of the State of Oregon funded this study of exemplary elements of teacher education programs operating in the state. In the following chapters these parts, or elements, are reported as case profiles. The present chapter will discuss the collection of case profiles in the context of several new directions in teacher education. It will also report the research methodology used in carrying out the study. Teaching Research, a Division of the Oregon Higher Education System conducted the study between April and July, 1971.

The initial substantive focus for this study was provided by the Commission's Interim Report of the Master Plan for Teacher Education. The report emphasized performance criteria, personalized teacher training, and joint responsibility between schools and universities for planning and operating teacher training programs.

In preparing for the study, three other documents with similar substantive foci were also examined for statements of new direction in teacher education: The ComField Model For Elementary Teacher Education, The "Certification Plan" for the State of Washington and "A Statement From the Deans and Directors of Teacher Education Regarding the TSPC Master Plan", which the Deans and Directors of teacher education institutions in Oregon had prepared.

The ComField Model was one of nine theoretical models of teacher education which were developed under a major U.S. Office of Education program. The model emphasizes competency-based teacher education where competencies are described in terms of helping pupils learn. The model is heavily data-dependent and features personalized teacher training conducted extensively in school settings.

The State of Washington "Certification Plan" has received considerable national recognition for its new plans for certification of teachers. The new plan requires that judgments about certifying teachers be made collectively by public school teachers as well as university professors. It also requires that the judgments be passed on performance criteria.

The Deans and Directors of Teacher Education reviewed the TSPC Interim Report and issued a formal statement in response to it. Two major concerns of the Deans and Directors were: 1) the negative underlying philosophy of the Interim Report, and 2) the matter of control of teacher education. While they were in agreement with many of the substantive positions taken by the TSPC Commission, they felt a study identifying the "state of the art" would be helpful. This study was conducted in response to the request for information.

From these four documents, seven common directions were identified, although not all seven directions were found in all cases. Also, the seven directions aren't exhaustive of all that is new in teacher education; instead they represent a direction which is of interest to the Teacher Standards and Practices Commission.

These seven directions are:

1. The design, development and implementation of the element is accepted as mutual responsibility of institutions of higher education (colleges and universities), school districts and their communities and professional education associations.

2. Goals of the element are described in terms of objectives and performance criteria. Performance criteria may be stated in terms of knowledges, skills or products of teacher behavior.

3. The element provides for the personalization of learning.

4. The element is part of a program that leads to certification based on performance measures other than merely grades in courses or instructor recommendations.

5. The element requires the systematic collection of data about student performance and program operation with the data being used as the basis for refinement of operations.

6. The element involves students in guided off-campus educational experiences prior to student-teaching and/or internship.

7. The element attempts to foster self-understanding as one important outcome of its operation.

The results of the study are seen as being of value to the Commission in several ways. By reporting the progress of exemplary teacher education programs with regard to these directions, the study provides a stare of the art with regard to these developments. This in turn provides baseline data for studying future developments with regard to these themes as well as useful information for legislators, planners within the Oregon Board and around the state as well as individual teacher training institutions. Finally, the study also directs well deserved public attention toward an interesting selection of exemplary programs.

SUMMARY OF FINDINGS

This section will summarize the case profiles in the context of the seven new directions which served as the focus of the study. To these seven directions were added descriptive statements. The seven directions and their descriptors are as follows:

1. The design, develoment and implementation of the element is accepted as the mutual responsibility of institution higher education (colleges and universities), school districts and their communities and professional education associations.
    a. Decisions concerning the elements can be shown to be made jointly by representatives of the above agencies.
    b. The element has an operationally defined planning or advisory board or steering committe composed of representatives from the above agencies.
    c. Specifically designated tasks within the element can be shown to be the joint responsibility of several of these agencies.
2. Goals of the element are described in terms of objectives and performance criteria. Performance criteria description may be stated in terms of knowledges, skills, or products of teacher behavior.
    a. Personnel involved in the activities of the element can articulate the objectives and performance criteria description of the goals.
    b. Objective and performance criteria are documented and/or can be identified by personnel within and outside of the element operation, i.e., the goals are made public.
    c. Activities within the element can be shown to focus around the stated performance criteria, with emphasis on particular knowledges, skills and outcomes.

3. The element provides for the personalization of learning.

    a. Alternative learning experiences are provided.

    b. There are multiple entry and exit-points for each learning experience, with emphasis on self-pacing for students in the element.

    c. Students share in making decisions relating to learning goals and/or activities.

4. The element is part of a program that leads to certification based on performance measures other than grades in courses or instructor recommendations.

    a. Performance assessment is based upon the demonstrated ability to perform specified tasks in various situations. Performance assessment serves as an important measure that students have completed the program.

    b. Certification is based on this performance assessment.

    c. Pre-service and in-service teachers are assessed in terms of accountability for pupil performance or non-performance.

5. The element requires the systematic collection of data about student performance and program operation with the data being used as the basis for refinement of operations.

    a. A mechanism or tool for the collection of data is being implemented.

    b. Students and/or faculty are familiar with the structure and content of feedback based on this data.

    c. Student and element accountability for performance or non-performance or pupils, activities, etc. is referenced to systematically collected data.

6. The element involved students in guided off-campus educational experiences prior to student-teaching and/or internship.

    a. Students are able to choose from numerous off-campus educatonal experiences which are publically described and identified.

    b. Stated element personnel responsibilities include the administrative arrangements for all off-campus involvement of students.

    c. Students can identify and describe the off-campus educational experiences in which they have participated prior to their student teaching and/or internship.

7. The element attempts to foster self-understanding as one important outcome of its operation.

   a. Students have developed self-monitoring of their responsibilities within the element.

   b. Students can conduct a self-oriented needs assessment of their own social attitudes and social behavior.

   c. Students can identify competency strengths and weaknesses in their role as teachers, and recommend activities to increase their strength.

One is struck by the scope of change in teacher education programs across the state; every college has at least several creative new programs in evolution. At the same time it is hard to sense the precise direction of this change. In a number of the programs studied , new features are proclaimed amid some confusion as to what the program should ultimately be like or how the program will get to be that way. But most importantly, fundamental, important changes are taking place within teacher education in Oregon and the state can take pride in these new developments.

Mutual Responsibility for Guided Off-campus Experiences

1. The design, development and implementation of the element is accepted as mutual responsibility of institutions of higher education (colleges and Universities), school districts and their communities and professional education associations.

and

6. The element involves students in guided off-campus educational experiences prior to student-teaching and/or internship.

The most dramatic and fundamental change reported in the case profiles is the shift in responsibility and location of teacher training to the public school setting. The shift can be seen in terms of new policy and advisory boards, new structural arrangements for teacher training and several versions of the role of clinical professor.

In some cases, joint responsibility extends to the earliest phases of planning. For example, the PSU Triple-T Project was essentially a joint planning effort between Dr. David Willis of PSU, the Acting Assistant Superintendent of the Portland Public Schools and a teacher education specialist from the Oregon Board of Education.

A greater number of projects share responsibility for operating the program by means of a formal policy or advisory board. The University of Oregon's Experimental Teacher Fellowship Program has an advisory board make up of:

4	professors from school of education departments
4	representatives from public schools
1	representative from CASEA
1	Oregon Board of Education representative

The board is to evaluate and make recommendations in areas of content and order of the program, and the establishment and organization of practicum facilities in the public schools. It also has a steering committee that deals more directly with the model schools area in Portland.

Whether these policy boards represent more than window dressing is an open question. There is little evidence to suggest that they are, in fact, instances of mutual responsibility between institutions of higher education, school districts and their communities and professional education associations.

In addition to joint responsibility for planning policy, there have been other structural arrangements for teacher training which go beyond off-campus learning experience preceding student teaching. The PSU Triple-T Project has parents and university professors working in schools in a variety of roles although it isn't clear as to whether this has brought about a structural change in teacher training. The Portland Urban Teacher Education Project (PUTEP) and the University of Oregon Teacher Corps Project have made structural changes, however. Each trains teachers almost entirely in school (or corrections) settings, which is to say most the trainee's courses are taught there, he spends more of his time there while in the training program, a number of staff are based there, etc. The PUTEP project is school-based to the extent that it has almost isolated itself from the universities it is associated with. The Southern Oregon Internship Project has established a teacher education center in Eagle Point.

The Co-Operative Career Ladders Program at Roseburg represents a different kind of structural change in that it is located in Umpqua Community College. Judging from the considerable interest in using community colleges as the physical setting for both pre-service and in-service teacher training, the Roseburg project represents an important pilot project for Oregon. Students in this program take the first two years of pre-service teacher education at Umpqua Community College before transferring to a four year college. At Umpqua students may take two orientation courses in education.

One should also note the many institutional relationships which some elements have established. The Experienced Teacher Fellowship Program, for example, has worked closely with:

- The Tongue Point Job Corps Center
- The High School Equivalency Program (HEP)
- Upward Bound
- The Center for the Advanced Study of Educational Administration (CASEA)
- The Northwest Regional Instructional Materials Center for Handicapped Children and Youth (SEIMC)

Other projects, particularly those in urban settings work closely with R&D centers, like the Northwest Laboratory or Teaching Research, when formal evaluation of the project is needed. These same projects also have heavy involvement with community agencies.

Implications

One should analyze the pattern of achievement described above. The small private colleges studied didn't share responsibility with public schools to the extent of having formal policy or advisory boards. Nor did they display such in the way of structural changes supporting teacher education. If this is in fact true, and it seems to be, one should ask why. It might be that while small colleges are more flexible with their resources internally, they are nore threatened with sharing responsibility and resources with public schools. It might be, however, that joint responsibility for planning and operating programs is a function of the fact that most programs connected with larger teacher training institutions were federally funded. An exploration of the regular teacher training programs at these large institutions might reveal that they are no more the joint responsibility of schools and university than are the private colleges. The project at Adams High School suggests that this isn't necessarily the case as do several other projects studied (OSU-Strowbridge and OSU-Wood).

It should also be noted that small colleges are not lacking interest in developing stronger links with public schools. Willamette University identified this as a major concern of theirs. Yet to this point in time, the links remain less strong than larger universities have forged. This institution may do well to investigate the models of joint responsibility found in the federally funded projects.

Even with policy boards, advisory boards, etc. field-centered teacher education has created a frightful conglomeration of institutional relationships. Duplication and waste are the unfortunate consequences for both public schools and universities. There is a need for coordination of efforts both within and across institutions. A new major thrust within B.E.P.D. of the U.S. Office of Education, the training center (or training complex) offers a mechanism for making this coordination. However, help from the TSPC Commission as a "neutral" agency is also needed.

A third implication to be drawn from these findings has to do with the variety of new structures where field-centered teacher education is taking place. These structures present interesting but challenging issues with respect to their legal status and their certification status. Whether they receive state funds directly or through participating institutions is another problem the State of Oregon must soon deal with. Yet one should not view these new structures as a new set of bureaucratic headaches, but instead, as opportunities to improve teacher education in a comprehensive manner.

A fourth implication is that as teacher training becomes increasingly field-centered, the power of the school as a socializing structure will increase. Joint responsibility for the improvement of schools as well as the training of all teachers become almost inevitable consequences of field-centered pre-service training. This supposition is of major importance for the structure of schools of education and the OBE as well.

Finally, the operation of clinical professors who are characterized by their extensive involvement in schools and their allegiance to both schools and university should be noted. A perusal of the case profiles brings out the variety of roles this person can play in schools. Important for the consideration of joint responsibility between institutions, however, is the consideration that this person, rather than any joint policy board or university committee, department etc. has become the new policy-maker. Several case profiles suggest this is the case.

Performance Criteria and Performance Based Certification

2. Goals of the element are described in terms of objectives and performance criteria. Performance criteria may be stated in terms of knowledge, skills or products of teacher behavior.

and

4. The element is part of a program that leads to certification based on performance measures other than merely grades in courses or instructor recommendations.

Practically all of the elements either had defined skills that teachers needed to develop or help students gain information about his success in developing certain skills. However, this does not by any means imply that all used behavioral objectives or that performances of teaching skills at a specified level of excellence was required.

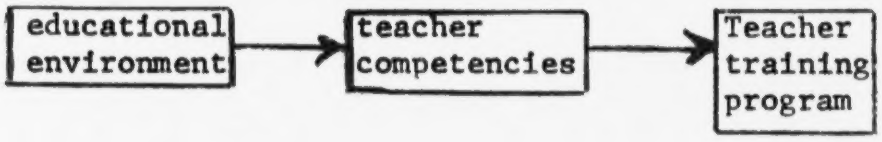
Several programs did require skill performance as part of the element. The OCE element requires that students in its junior block demonstrate certain competencies and negotiate the setting and criteria by which these are demonstrated. In most cases this second set of competencies must also be demonstrated as teaching skills in classroom settings. Oregon State University (Strowbridge) and Marylhurst have simlar but less well developed programs.

The professional semester at Willamette University is modeling the definition of its competencies after a program at the University of Massachusetts. This program is defined in terms of behavioral objectives at the teacher knowledge and teacher skill level.

Other programs appear not to require that a certain teaching skill be developed to a stated degree of excellency; but instead, emphasize giving data feedback to trainees about their skill development. This is the case at Linfield, in the PSU Triple-T Project and in the University of Oregon Experienced Teacher Fellowship Program.

Several programs have expressed considerable interest in contriving teacher competencies explicitly in terms of helping pupils learn or becoming, instead of teacher skills or teacher knowledge only. OCE has the most well developed effort to date in this regard although the University of Oregon Teacher Corps Project has a very comprehensive notion of teacher competencies as relating to helping educational programs change (designed for locked-out and delinquent youth).

Only the Teacher Corps project has defined teacher competencies in terms of the educatonal environment it wishes to create, i.e.,



In this next year, the Teacher Corps plans major efforts to make this construct operational.

No project appears presently to be able to say that performance assessment of its graduates is based upon demonstrated ability to perform specified tasks in various situations if this is construed to mean that performance assessment serves as an important measure that students have completed the program. Put another way, no program is currently claiming that its graduates have certain explicitly stated competencies.

It would thus probably be the case that no element could claim its program leads to performance-based certification. More importantly however, two to four programs might be able to qualify as performance-based programs (at a developing level) within a year, and several others have expressed an interest in acquiring this posture.

Implications

Several implications can be drawn from this discussion. If performance based is to be successful, teacher training institutions will need considerable lead time in order to be prepared. In particular these institutions need to know whether, for example certification must be based on demonstrated teacher competencies construed in terms of helping pupils learn or if they can be stated in terms of teacher skills. These differences have major implications for the operation of teacher training institutions. In short, state guidelines need to be worked out several years in advance of implementation.

Secondly, it is clear that teacher training institutions trying to adopt competency-based formats are having a difficult time integrating their programs beyond the single course or set of course level. The kind of comprehensive planning and implementation called for when operationalizing a competency-based program has not, in many cases, been forthcoming.

Finally, attempts to define competencies, whether within the state or nationally, suggest that this effort will probably be the responsibility of each institution. Heretofore, competencies defined at any one institution have not been widely acceptable.

Personalization of Learning and Self-Understanding

3. The element provides for the personalization of learning.

and

7. The element attempts to foster self-understanding as one important outcome of its operation.

Many of the elements studied provide students with some choice as to what is to be learned. This choice is framed in terms of a contract (OSU-Strowbridge and OCE negotiables) or in terms of alternative assignments under the same general topic.

More difficult problems for elements to accommodate are differences in learning rates and learning styles. No program made provisions for students to learn a common body of information at radically different rates. However, several programs are working on this problem (OCE, Willamette, and OSU-Strowbridge). The latter has set as a major goal: "to ultimately establish a professional program that is characterized by a multi-level curriculum which would include all levels of instructional competency". program would not only allow for variations in learning rates but would also deal with a more fundamental problem: instructional programs for teachers that have multiple entry and exit points. OCE and Willamette, among others, seem to have a similar interest although their plans are less well developed.

The OCE element has made considerable progress in allowing students to negotiate skill demonstration as well as the attainment of knowledge level competence. Negotiable aspects of the OCE program allow for negotiation of the specific skill, the setting in which it is demonstrated and the criteria by which success in demonstrating the skill is measured. In each case, however, the choices are somewhat limited.

Heretofore, in this discussion, personalization of learning has been analyzed in terms of alternative learning styles and rates, multiple entry and exit points and individual negotiation of what is to be learned, etc. Another aspect of personalization is the extent to which trainees, individually collectively, share with others in making decisions about the program. While several programs have committees which include trainees, etc., few programs are as democratically run as the University of Oregon Teacher Corps Project and the PUTEP Project. In the PUTEP project for example, trainees help in the selection of next year's trainees and in making major decisions about curriculum, program policy. As both project directors can testify, this sharing of decision making is not without sizeable headaches.

Closely akin to personalization of learning is the issue of self-understanding on the part of student teachers. Self-understanding here refers understanding of self as a person; understanding of self as a teacher and self-monitoring of one's teaching behavior.

The University of Oregon Early Entry program and the Co-operative Career Ladders Program at Umpqua Community College are good examples of programs which explicitly seek to help young college students explore themselves both as individuals and themselves as teachers. The programs typically involve a seminar where educational issues are discussed and a practical field experience where student teachers tutor elementary school children.

Turning to the issue of developing in student teachers a sense of themselves as teachers, the case profiles reveal an interesting variety of assumption about how this is best accomplished. The U. of O. Teacher Corps Project, for example, emphasizes the need for student teachers to develop a comprehensive sociological theory about schools as institutions, etc. and the role that teachers can play in these institutions. On the other hand, the Southern Oregon Internship Program emphasizes teach-reteach cycles with heavy emphasis upon immediate feed-back to teachers via video-taping, verbatim evaluation, Flanders Interaction Analysis, etc. The Adams High School (PUTEP) project emphasizes group process sessions, race relations courses, video taping and micro-teaching as well as educational and social theory. Taken together these three programs help student teachers understand themselves as teachers by using markedly different procedures.

Implications

One should examine carefully the claim that these programs help students understand themselves as individuals. In contrast to supporting self-understanding in this sense, it may be that the program hastens the socialization of the student into the teaching profession without giving him a sufficient chance to explore other alternatives. In the case profile reporting the Early Entry Program (U of O), the monthly advising sessions are described as follows: "these sessions were an initiation into the philosophy and objectives of teaching. Emphasis was also placed on orienting the students towards behaviors and roles necessary or desireable in a professional setting."

A second implication to consider is the increased need for personalized teacher training as inservice and teacher aide programs are increased. Provisions for teachers to by-pass instruction they already have mastered becomes as important as the the dilemma of providing instruction for learners who have different learning styles.

Systematic Data Collection

5. The element requires the systematic collection of data about student performance and program operation, with the data being used as the basis for refinement of operations.

As was pointed out in the discussion on goals of the elements, most of the elements studied give data feedback to students about their developing skills. Data here is to be broadly construed as observation ratings, video and audio tapes, attitude tests etc. In some cases specified levels of mastery were required; in other, the data was simply utilized by student teachers to make what ever progress or usage they could. No program, however, used data in an extensive way to provide feedback. By this is meant no extensive assessment system was used and data played a relatively minor support role in the supervision process. Also, no program used this data directly when deciding whether a student teacher had completed the program. Instead, data indicated that a course was completed which in turn indicated the completion of the training program.

Only several of the elements were using hard data about student teacher performance in the element as a basis for revising the operation of the element. This is not to say that a number of the elements aren't subjectively evaluating the element or that they aren't in some cases using questionnaire data including student teacher opinions. In a similar vein, only several of the projects for example used formative evaluation techniques in an explicit, formal manner.

This finding, in light of the considerable change in teacher education across the state and the considerable interest in managemeny by objectives etc. is quite surprising. The projects that are using formative evaluation are federally funded projects which, as with the case of policy or advisory boards discussed earlier, raises the question of why this is so. One argument in response to this question probably is that traditional training programs, even at large institutions, can't afford the cost of formative evaluation. In light of the relatively small amounts of money which the federally funded projects have spent on formative evaluation and the resources available to larger teacher training institutions, this may not be a convincing argument. Instead, it may be the case that university professors and administrators don't value or understand formative evaluation; and secondly they cling to traditional research designs which they try to use for evaluation purposes.

In a situation similar to the one with formative evaluation, the elements studied had little data regarding their relative success in training student teachers. On the other hand, the University of Oregon Teacher Corps Project, for example, plans to conduct a comprehensive comparison of its "products" with trainees from other training programs.

Implications

Since many of the elements describe themselves as pilot projects trying to have an impact on larger teacher training programs, one should wonder what evidence of impact educators directing these elements can produce. Aside from federally funded projects where this evidence is probably required, little evidence of impact was available. More surprising was the fact that few of the persons connected with the elements could describe in any detail the impact their element intended to have. In appears that federal project guidelines have had a considerable influence in precipitating these descriptions.

Given the growing concern about financial and program accountability, teacher educators may find themselves in increasingly unfortunate circumstances if they cannot provide data about the performance of students after graduating from the program, the development of the program and the abilities students acquire in the program. Despite what one's views are, personally, about the need or utility of such information, it appears to be a political necessity.

The TSPC Commission needs to provide leadership in helping programs develop the capabilities to obtain this data. It is assumed that to be financially feasible, each teacher education institution must have, internally, the capacity to gather and utilize such information.

General Implications

As mentioned earlier in this chapter, every college had at least several creative programs in evolution. It was extremely difficult to sense an overall direction of proposed change. The elements discussed here have developed the seven basic attributes to different levels of implementation. In order to further unify these directions of teacher education in Oregon, more discussions must occur among the various institutions.

A set of conferences which would allow college staff, public school personnel, professional association members, state level staff and others to share ideas on each of the seven directions are needed. Each individual direction is of sufficient importance to have a separate conference.

A crucial need exists for individuals interested and involved in Teacher Education to come together and seek to define ideas, goals and alternative means to achieve these. With cross-communication, new programs, can be developed on a more realistic basis. As a result, program development throughout the State of Oregon would become a more unified and co-ordinated effort.

TSPC, through its present charge from the State Superintendent of Instruction and its current activities, appears to be a logical choice to assume the coordination and planning of a series of conferences to explore these new directions in teacher education. Because the current membership reflects a broad cross-section of the educational community in Oregon, the impact achieved by these conferences would probably be greater than if they were co-ordinated by another less diverse group of educators.

The case profiles present a great amount of information about certain of the teacher education programs and their innovative practices. Basically, they present information about who is doing what, how it is being done, and what results appear to be. This report is only one attempt to provide information regarding teacher education. Teaching Research, under the direction of Mr. Greg Thomas, is working with the Oregon Board of Education on information management in teacher education. This project should receive the active support of all teacher educators. Intelligent decision making is dependent upon information. Only through projects like the above, can sufficient information be compiled to make meaningful decisions.

As additional data is available, and other elements similar to those reported in this study are developed, there will be a need for additional studies of this type. It would be wise for TSPC to continue in their efforts to synthesize the data about innovative teacher education programs as they develop in the State of Oregon.

METHODOLOGY

Sample Selection

In order to identify elements of teacher education programs that might be included in the study, interviews were conducted with department chairmen and deans of all the schools of education, public and private, in Oregon. While the pattern of these interviews varied slightly between institutions, it usually consisted of:

a) Written materials explaining the study being sent to the institution in advance of the interview
b) A review of the purpose of the study with institutional representatives
c) A review of the criteria for element selection with institutional representatives
d) The completion of a one-page form by the institutional representative for each element which he felt met the criteria.

In explaining the criteria for selecting teacher education elements, our instructions read:

> In order to be selected for inclusion in the study a Teacher Education element must meet the following criteria. These criteria serve essentially as filters or screens for all of the possible elements which might be included in the study.
>
> 1. Does the element that has been proposed for inclusion in the study possess a sufficient number of the defining attributes (new directions) for it to be included in the study. (See elements and their defining attributes)
> 2. If an element meets the criteria established in (1), the next set of criteria that are applied pertain to the significance of the element within a given program. To be included in the study it is proposed that the element consume at least 1.00 FTE of staff or involves students for more credit than given for a typical, one term or one semester course.
> 3. If an element meets the criteria established in (1) and (2), the question then becomes one of whether the element is sufficiently developed to justify inclusion in the study. The essential criteria for inclusion in this regard are two: a) "design" or development activities have begun within the element, and b) it has been discussed formally with administrative personnel.

It is anticipated that elements which meet these essential criteria will fall into one of three classifications:

a. those which are under design and/or beginning development;
b. those which are partially developed and which are being tested;
c. those which are in full scale operation.

The institutional representatives identified elements using the form shown in Table A. This information allowed for selection of elements according to strength in any one of the seven new directions or by interesting pattern of strengths.

Over one hundred elements were identified by institutional representatives as meeting our minimum criteria. This being somewhat in excess of what we had expected, we were forced to choose some programs because they "sounded more interesting" or to obtain statewide distribution because of their geographic location. These choices, however, were from among those that more than adequately met initial criteria. The following elements were selected for the study.

Name of Element	Institution	Contacted Individual
Early Entry Program	University of Oregon	Dr. Carl Wallen
Experienced Teacher Fellowship Program		Dr. James M. Hotchkiss
Teacher Corps Corrections Program		Dr. Stan Cohen
The Block Program	Oregon State University	Dr. Ed Strowbridge
Junior High Teacher Education		Dr. Carvel Wood
Institute to Prepare Support Personnel to Assist Counselors		Dr. Franklin Zeran
Portland Urban Teacher Education Project (Adams B-2)		Dr. John Parker
In-service Training Program: Reading-Language Arts	Portland State Univ.	Dr. Collin Dunkeld
Teaching the Teachers of Teachers		Dr. David Willis
Negotiables	Oregon College of Ed.	Dr. Jerry Girod
Internship Program	Southern Oregon College	Dr. Chester Squire
Hermiston Intern Program	Eastern Oregon College	Dr. James Kearns
Cooperative Careers Ladder Program	Umpqua Community College	Dr. Louis Rochon

TABLE A

Teacher Standards and Practices Commission Study

Element Identification Response Sheet

Name of Element of Program: ______________________________

Contact person within program: ______________________________

Department: ____________________ Institution: ____________________

Attribute	Level of Development				
	No plans, undecided	Under consideration	Concrete plans for development and implementation or implementation has begun	Partially Implemented	Fully Implemented
Mutual responsibility					
Goals in terms of objective or performance criteria					
Personalized learning					
Certification is performance-based					
Systematic collection of data					
Off campus learning experiences					
Self-understanding					

Individualized Student Teaching	Lewis and Clark College	Dr. Richard Steiner
Junior Sequence	Linfield College	Dr. Ray Befus Dr. Tom Yonker
Elementary Student Teacher Block	Marylhurst College	Sr. Ann Myra Seaver
Back-to-Back: Theory and Practice	Mt. Angel	Mrs. Shirley O'Brien
Introductory Foundations and Field Experience	Pacific University	Dr. Richard Hart
Senior Elementary Semesters	University of Portland	Dr. Alan Fisher
The Professional Semester	Willamette University	Dr. Wright Cowger

Three of these elements are not included as case profiles in this document. The Eastern Oregon College element had important written material which was not received in time to complete the case profile; for the OSU (Zeran) element, the program was discontinued and the trainees were preparing to be counselor aides instead of teachers; for the Mount Angel element, the interview was poorly carried out and the element appeared to duplicate other elements already reported.

Interview Guide Design and Refinement

Information was gathered in a focused interview and from written materials used in the element. The format of the original interview guide was changed several times: to shorten the length of the interview to approximately one hour and to integrate questions about the seven new directions with questions about staff, students, major activities and institutional contexts.

The interview guide was field-tested and revised twice before being used for the final set of case profiles. The seven new directions were probed in the following order during the interview:

a) Overview of the element objectives, program, institution
b) context (administrative, institutional)
c) staff roles and responsibilities
d) students
e) major activities
f) current problems and development issues
g) impact of the element
h) evaluation of the element
i) projected future operations

A copy of the interview guide appears in Appendix A.

Interviews and Write-up Procedures

The interviews at any given site were usually handled by a team of two interviewers. After both team members interviewed the principal professional(s) within the element, each would interview other professors, public school teachers or student teachers participating in the element. While most interviews were with a single person, interviews with students were generally group interviews.

Interviews with professional educators usually lasted from 1 to 1 1/2 hours. It proved very difficult to shorten the interviews and still obtain the needed information. All the interviews were tape-recorded. Tapes of the interviews proved tremendously valuable in writing up the interviews.*

In most cases the person doing the interviewing also wrote the case profile. Instead of transcribing the tapes, the writer usually listened to the entire interviews before beginning to write the case study.

External reviews of the case profiles were conducted by two groups. For eight of the elements, the principal interviewer examined the case profile with regard to its factual accuracy and throughness. In all eight instances the case profiles was essentially accurate although some specific details needed correction.

A panel of judges was selected to examine the case profiles for their utility to teacher educators and their discussion of the seven new directions. The panel consisted of:

Dr. Del Schalock	a principal author of the ComField model and member of the Committee on National Program Priorities in Teacher Education.
Dr. R.E. Myers	an experienced teacher educator who is currently director of a protocol materials project in teacher education at Teaching Research.

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* These tapes will be stored at Teaching Research until August, 1972 and are available to interested persons.

Dr. Hugh Baird	chairman of the department of secondary education at Brigham Young University and a national authority on competency-based teacher education.
Dr. Norman Koch	a creative practitioner in teacher education at OCE who has developed teacher education programs which contain many of the seven new directors.

The comments of the panel can be summarized in three categories:

1. The case profiles were quite useful
   Each of the panel members felt he obtained a sufficient number of new ideas to warrant reading additional cases. Each also felt the case profiles allowed him to compare these cases with others he was familiar with.
2. Additional information needed
   Each of the panel members identified places within the case profiles where they wanted more information about the element--often in the context of information which they would find helpful for comparison with other teacher education programs, including their own.
3. The literary style needed improvement
   As is often the case with educational writing, the profiles were not as interesting to read as they might be. Numerous helpful suggestions were utilized in revisions following the panel's comments.

Comments from the panel of judges and from the interviewees were quite useful in preparing the final copies of the case profiles.

APPENDIX A

Initials of Interviewer _______
Date ___________________________

TSPC STUDY
Questionnaire I

INTERVIEWER In the space below, write a brief description of the element under consideration before the interview:

INTRODUCTION

1. This is a study of some of the new Teacher Education programs or parts of programs in Oregon.
2. The study is sponsored by the Oregon Teacher Standards and Practices Commission with Teaching Research, where I work, actually conducting the study.
3. From this interview and from other information, we'll be writing a case study which describes your element of the Teacher Education element here at ______________________. We understand that the TSPC might use these case studies:
    - a. as evidence of what is happening in teacher education in Oregon
    - b. as publicity for your program
    - c. and possibly as a basis for some planning they do with regard to teacher education in Oregon

Name of Person interviewed:

Correct address:

INTERVIEWER: you make sure

1. you and interviewee are talking about the same element.
2. the interviewee understands our use of the word element.

1. What title or label would you give to this element?

2. What are the objectives of the element as it presently stands?
   a) development objectives
   b) process objectives
   d) product objectives

3. What institutions are currently involved either in the planning or operation of this element?

Institution	Role

STUDENTS ☐ no students are presently involved

4. Tell me about the students who are involved in this element. What is the number of students involved?

   a. Total no. _______ of these _______ male
   _______ female

   b. These students are:

   _______ sophomores

   _______ juniors

   _______ seniors

   _______ graduate students

   c. Approximate number of students from all "minority" groups: ________

   d. For what length of time and how many hours a week are students involved in this element?

   e. How many credits do students receive for this element? (or the course it is a part of)

   ____

   f. A college of education prepares different kinds of teachers (high school social studies or English, general grade school, special education teachers, etc.). Which of these kinds are involved in this element?

   Kind of Teacher (list)

g. Is the element required for all these teachers? _____ yes _____ no
(explain)

h. How are students selected for this element?

STAFFING INFORMATION

a. What staff members (voluntary and paid) are currently involved with the element? From what institutions do they come?

NAME	TITLE	DEPT.	INST.	FTE	REAL TIME

b. What are the major roles or responsibilities within the element?

Administrative Structure

a. Please help me diagram the administrative hierarchy this element is a part of.

b. What is the relationship of this element to other parts of a student's training as a teacher?

c. What is the administrative structure within the element?

decisions
  policy
  operation
evaluation of
  .program
responsibilities
Staff F.T.E.

INSTRUCTIONAL PROGRAM ☐ no current activities

5.a. Does this element break down into a laboratory part, a lecture part or other sub-parts? What are these?

b. For these sub-parts, probe for what now (or soon) will exist.

part of program

objectives
activities
setting
staff role
evaluation

1. mutual responsibility
    - planning
    - operation
2. objective and performance criteria
    - state objective
    - made public
    - activities
    - student evaluation
3. personalization
    - att. learning
    - self-pacing
    - decisions
4. performance
    - S, K, C
    - accountability
5. systematic
    - organization
    - data/feedback
6. off campus /e.
    - availability
    - choice
7. self-understanding
    - self-monitoring
    - identify S & W

c. What problems currently exist within the element? Included here should be both administrative and instructional problems.

d. Thinking now in terms of conceptual issues as opposed to operating problems, what issues (if any) is the element forcing you to think about?

IMPACT (now or when operational)

What impact do you think the element is having on the following groups?

Students:

Your institution, its staff and administration:

Other institutions, the state, or the profession nationally:

Now I'd like to shift the focus of the interview to how the element was or is being developed and to what plans or ideas you have concerning future development of the element.

Will you describe for me the efforts that have been made to develop the element to its present state? I am especially interested in how the attributes we discussed earlier were thought of and developed.

idea:

development process time, people, process:

stage of development:

_____: (I'd like a realistic projection of what this element will be like in 2-3 years. Don't base the projection on hypothetical funds.)

goals:

activities:

personalized institutional links:

systematic:

other:

DISSEMINATION

How can other people around the state find out what you are going?

do you have written materials?

what about visits, what could visitors see?

how else could they find out?

APPENDIX B

A GUIDE FOR IDENTIFYING ELEMENTS OF TEACHER EDUCATION PROGRAMS WHICH WILL BE INCLUDED IN THE TEACHER STANDARDS AND PRACTICES COMMISSION STUDY

A Study Conducted by Teaching Research, A Division of the Oregon State System of Higher Education under a grant from the Oregon Teacher Standards and Practices Commission.

Please send response sheets to:

Prof. Tom Williams
Teaching Research
Monmouth, Oregon

Introduction

At many places within Oregon, elements of teacher education programs that are competency-based, field-centered, personalized, and systematized are being implemented. The Teacher Standards and Practices Commission within OBE has contracted Teaching Research to identify and describe these efforts. To be included, elements of programs must: 1) include at least several of the attributes listed above, 2) be developed beyond the "ideas in someones head" stage, and 3) represent a substantial part of a teacher education program. Through questionnaires, analysis of written materials, etc. we will obtain data regarding: current and projected parameters of elements (structures, resources, activities); innovative characteristics of elements; current and projected impact of elements; and dissemination readiness of products. The research findings will aid state-wide planning in teacher education and publicize exemplary programs.

Over the next month, elements of teacher education programs that have these attributes will be identified. During April and May, data will be collected about the elements and a final report describing each element at each institution, and a summary analysis of all elements described, will be available on or about July 1st.

The following glossary clarifies the meaning of several terms that will be encountered in the pages that follow.

DIVISION OF EDUCATION: The formally recognized unit within a college or university that is responsible for the preparation of educational personnel (it may be labelled a Department, a school of education, etc.)

TEACHER EDUCATION PROGRAM: Any formally recognized administrative unit within a division of education. This may by called an elementary or secondary program; the exceptional child or counselor preparation program; a sophomore or junior block program; etc.

ELEMENT WTTHIN A TEACHER EDUCATION PROGRAM: Any formally recognized organizational unit within a program which requires for its operation at least 1.00 FTE of staff of involves students for more credits than are given in a single course of average "credit size."

DEFINING ATTRIBUTES OF THE STUDY: A feature of an element or program within a division of education which reflects one or more of the several directions emerging in Teacher Education that are the focus of the TSPC study.

Defining Attributes of Elements Within Teacher Education Programs About Which The Study Seeks Information

Attribute	Indicators
1. The design, development and implementation of the element is accepted as mutual responsibility of institutions of higher education (colleges and universities), school districts and their communities and professional education associations	a) Decisions concerning the elements can be shown to be made jointly by representatives of the above agencies
	b) The element has an operationally defined planning or advisory board or steering committee composed of representatives from the above agencies
	c) Specifically designated tasks within the element can be shown to be the joint responsibility of several of these agencies.
2. Goals of the element are described in terms of objectives and performance criteria. Performance criteria may be stated in terms of knowledges, skills or products of teacher behavior.	a) Personnel involved in the activities of the element can articulate the objectives and performance criteria description of the goals
	b) Objective and performance criteria are documented and/or can be identified by personnel within and outside of the element operation, i.e., the goals are made public
	c) Activities within the element can be shown to focus around the stated performanc criteria, with emphasis on particular knowledges, skill and outcomes.
3. The element provides for the personalization of learning.	a) Alternative learning experiences are provided
	b) There are multiple entry an and exitt points for each learning experience, with emphasis on self-pacing for

	students in the element
	c) Students share in making decisions relating to learning goals and/or activities.
4. The element is part of a program that leads to certification based on performance measures other than merely grades in courses or instructor recommendations.	a) Performance assessment is based upon the demonstrated ability to perform specified tasks in various situations. Performance assessment serves as an important measure that students have completed the program
	b) Certification is based on this performance assessment
	c) Pre-service and in-service teachers are assessed in term of accountability for pupil's performance or non-performanc
5. The element requires the systematic collection of data about student performance and program operation with the data being used as the basis for refinement of operations.	a) A mechanism or tool for the collection of data has been developed and/or is being implemented
	b) Students and/or faculty are familiar with the structure and content of feedback based on this data
	c) Student and element accountability for performance or non-performance of pupils, activities etc. is reference to systematically collected data.
6. The element involves students in guided off-campus educational experiences prior to student-teaching and/or internship	a) Students are able to choose from numerous off-campus educational experiences whic are publically described and identified
	b) Stated element personnel responsibilities include the administrative arrangements all off-campus involvement o students
	c) Students can identify and describe the off-campus

			educational experiences in which they have participated prior to their student teaching and/or internship.
7.	The element attempts to foster self-understanding as one important outcome of its operation.	a)	Students have developed self-monitoring of their responsibilities within the element
		b)	Students can conduct a self-oriented needs assessment of their own social attitudes and social behavior
		c)	Students can identify competency strengths and weaknesses in their role as teachers, and recommend activities to increase their strength.

CRITERIA TO BE USED IN SELECTING TEACHER EDUCATION PRACTICES THAT ARE TO BE DESCRIBED IN THE TSPC STUDY

In order to be selected for inclusion in the study a Teacher Education element must meet the following criteria. These criteria serve essentially as filters or screens for all of the possible elements which might be included in the study.

1. Does the element that has been proposed for inclusion in the study possess sufficient of the defining attributes of a given element for it to be included in the study. (See elements and their defining attributes)

2. If an element meets the criteria established in (1) the next set of criteria that are applied pertain to the significance of the element within a given program. To be included in the study it is proposed that the element consume at least 1.00 FTE of staff or involves students for more credit than given for a typical, one term or one semester course.

3. If an element meets the criteria established in (1) and (2), the question then becomes one of whether the element is sufficiently developed to justify inclusion in the study. The essential criteria for inclusion in this regard are two: a) "design" or development activities have begun within the element, and b) it has been discussed formally with administrative personnel.

It is anticipated that elements which meet these essential criteria will fall into one of three classifications:

a. those which are under design and/or beginning development;

b. those which are partially developed and which are being tested;

c. those which are in full scale operation.

Elements which do not meet the three necessary conditions for inclusion in the study will be noted in the study; but will not be described in any detail. It is anticipated that all elements that meet the necessary criteria for inclusion in the study will be described in equal detail, though it is obvious that the more fully developed a given program is the more information there will be to generate around it.

Chapter 2

Title: Early Entry Program

Involved Agencies: Elementary Teacher Education Program
University of Oregon
Eugene, Oregon

Eugene Public Schools

Interviewed Individual: Dr. Carl Wallen - Professor of Education

OVERVIEW OF THE ELEMENT

The Early Entry Program at the University of Oregon is a four year experimental program involving thirty-six students in field experiences and related seminars from the freshman to the senior year. As freshman, sophomores and juniors each student participates in a tutorial term each winter. This involves the student nine hours a week in various stages of classroom interaction. As his experience broadens and his methods courses cover more subjects, the students' understanding of professional settings increases, as do his diagnositic and instructional abilities. The senior year includes one term of full time student teaching. Thirty-six freshmen are currently starting the program.

The program is designed to develop a student's awareness of and ability to use various instructional methods in order to achieve desired pupil outcomes. They are also incorporating evaluation of performance through an empirical means by which to continuously assess and refine the program.

CURRENT OPERATIONS OF THE PROJECT

Context within which the Element Rests

The Early Entry Program at the University of Oregon formerly called the Experimental Elementary Teacher Education Program was initiated as a means of developing:

1) a program to train perspective teachers to recognize and organize the independent variables that influence children's learning

2) the way in which students value teaching and themselves, their self-concepts

3) performance measures which can be used in empirically assessing the effectiveness of the training program.

The program operates in conjunction with Lane County School District 4J (Eugene Public Schools). Among the seven participating schools and the University, three categories of personnel have been defined;

1) The Program Planners - This group includes the directors who are also advisors and the Coordinating Council. This council is comprised of three teachers, two principals and two central office personnel. They act in the capacity of a mediator and initiator.

2) The building staff including participating classroom teachers and elementary school principals.

3) The students enrolled in the program.

The following chart illustrates the present breakdown of courses and credits in the program:

Freshman	Sophomore	Junior	Senior
Tutorial I (3)	Tutorial II (3)	Tutorial III (2)	Student Teaching and Seminar (14)
Weekly Seminar (no credit)	Seminar: Diagnostic Teaching (2)	Seminar: Clinical Procedures (2)	
		Human Dev. and Learning (5)	
	Language Arts (3) Reading (3) Mathematics (3)	Sci. & Soc. Sci. (7) unscheduled time but included in Jr. year	

Staff Identification and Responsibilities

The two co-directors of this Early Entry Program are Dr. Carl Wallen and Dr. Norbert Maertens. It is their responsibility to select students, organize and conduct seminars and classes on campus, and work with the staff in supervising the tutorial experience. At present they divide the weekly seminar students in half and work with each group on a rotating basis. As the chief designers of the program they also concern themselves with its continuing development. They revise and implement ideas for the program on the basis of feedback and observation.

The coordinating council is composed of two central office administrators, two elementary school principals and three elementary school classroom teachers representing primary, intermediate and upper elementary school levels. They have one scheduled meeting a month, but arrange for others when necessary. It is their task to facilitate the communication of information between program planners and classroom and administrative staff. As a neutral or fully represented group they assist in finding solutions to problems that arise in conducting the program. The responsibility for assisting in the selection of classroom teachers for future years is another of their responsibilities. In the developmental aspect of the program their role ranges from examining and criticizing ideas in preparation to initiation of new ones.

The thirty-six participating classroom teachers attended a preliminary meeting before the tutor arrived and were given the option of joining the program or not. As participating teachers each decides the amount of responsibility to be given his tutor. It is the teacher's function to guide the student (1) in identifying those pupils in the classroom having learning problems (2) in preparing instructional materials using teaching manuals and other resource materials (3) in carrying out the planned instruction (4) and supporting the college student as he interacts with pupils in order to strengthen his self-concept and understanding of professional responsibilities in the classroom. The student and teacher plan out the student's daily schedule for the nine week tutorial experience. (See Appendix)

The elementary school principals play an active role in the day-to-day operation of this program. His is the primary responsibility for developing and coordinating the tutorial program within his building. He is to participate in the seminar sessions with the students, help in program revisions, and act as a liaison between the building staff and program planners.

Student Identification and Responsibilities

Thirty-six students are presently enrolled in the Early Entry Program, as contrasted with 46 in the first year. There are thirty-four women, two men, and no students from a minority group.

Students were identified through early advising in their freshman year as well as from attendance at a meeting announcing the program. It was originally planned for 100 students to enter with fifty as a control group and the remaining fifty in the tutorial group. Due to the fact that students at the University of Oregon do not have to commit themselves to a major and the realization that most freshman don't know exactly where their interests lie, the program dropped the control and began with forty-six students.

Major Activities within Element

The main emphasis of a program such as Early Entry is to expose students at all levels of professional ability and training to the classroom situation. In the fall term of 1969 the forty-six freshman who were identified and assigned to the program with their consent, were divided into groups of about fifteen. These groups then met in advising sessions about once a month with Dr. Wallen and Dr. Maertens. These sessions were an initiation into the philosophy and objectives of teaching. Emphasis was also placed on orienting the students towards behaviors and roles necessary or desirable in a professional setting. This was in preparation for the winter Tutorial I of nine hours a week. Most students began this period observing and gradually assuming instructional responsibility. The amount of involvement and guidance received varied with each cooperating teacher. The purpose of Tutorial I was for students to become confident working with children and to become familiar with the instructional program described in teacher's manuals and guides. The advising sessions continued throughout the winter term.

The next phase of the program involved the students in a methods course for the Fall Term of their sophomore year. This nine unit course in reading, language arts and mathematics methods was taught by Dr. Wallen and Dr. Maertens. The purpose of this course was for students to be able to (1) diagnose pupils' instructional needs in reading, language arts and mathematics, and (2) design and conduct an instructional sequence to promote desired behavior or developed ability outcomes. The courses emphasized understanding of instructional methods which help create a more individualized learning environment.

In the winter students were assigned to the Eugene Public Schools for Tutorial II. Some students requested school and grade changes and were accommodated while others were not aware of this option. The student acted as a diagnostic teacher and was assigned pupils needing assistance in reading, language arts or math. During this level the student was asked to keep a detailed record of each pupil he worked with and to discuss these reports with the participating teacher and college advisor. Seminars were held weekly with small groups to discuss problems and integrate theory with practice.

This coming fall the students in Early Entry will, as Juniors, take a twelve hour methods course in human development and learning combined with a science course and social science. The purpose of these courses will be for students to understand how to individualize instruction according to the social, emotional, cognitive and physical development of their pupils. They will also gain preparation for the design and implementation of instructional procedure which will expose students to the principles for managing classroom size groups of children. The winter term next year will be tutorial, but by then students will have the background experience and knowledge to accept increasingly active classroom roles.

During the fall or winter quarter of their senior year, students will be full-time student teachers for a full term. This phase is not restricted to the Eugene Public Schools but may be performed in any area of the state where supervision arrangements have been previously made.

The final spring term, students will be assigned to a three unit seminar on materials in language arts, reading and math. The seminar will be a survey course of the available published materials in these areas and the ways in which they can be made effective in classroom use.

Current Operational Problems

The staff of the program identified several problems which hinder current operations. There are only two advisors involved in the program with no allocated FTE. Being responsible for advising thirty-six students, they feel pressured for time to work individually with students. They hope to involve additional faculty members this coming year so as to decrease the student/advisor ratio.

Moreover, in implementing and recruiting freshman for the program, student identification became a problem. Students do not have to commit themselves to a major at the University of Oregon as long as they complete a major before they graduate. Also, a transportation problem arose during the off-campus experience because most freshman didn't have cars. The program directors had to compensate for this by improvising shuttle arrangements. Due to these problems the program is going to be discontinued for the freshman year and start at the sophomore level.

IMPACT AND EVALUATION

The primary impact of the Early Entry Program has been the increased cooperation between elementary school staffs and a university teacher education program. This cooperation has been facilitated by a coordinating council of university staff and school district personnel--both administrative and instructional.

Three means of evaluation will be used to determine the effectiveness of the Early Entry Program, and to suggest revisions in the on-going program. The objective means of evaluation will be a random sample of students selected from the regular teacher education program at the University of Oregon. Objective measures based upon identified instructional objectives will be constructed by the element planners. Formal subjective evaluation of the element will be done through the use of questionnaires and structured interview formats to be constructed. Public school personnel involved in the experimental program will be polled to obtain their subjective appraisal of the effectiveness of the program based upon the competencies and attitudes of the Early Entry students. The final means of evaluation has been labeled by the element planners as "informal subjective evaluation." The planners stated that the program is so designed that informal levels of communication exist at all levels. It is anticipated that almost continuous feedback will reach the element planners from the coordinating council, discussions with teachers and principals during supervisory visits, and seminars with students in the experimental group.

FUTURE PROJECTIONS FOR THE ELEMENT

The program planners are considering increasing the practicum experience for juniors to a full half day for four or five days a week. This would also increase the credit hour allotment to six hours.

In considering the fact that there are no minority students involved in the program, the possibility of including Chicano students from the High School Equivalency Program on campus has been discussed. Contacts are being made with Dave Martins, the program director, to determine the feasibility of involving these students.

Transportation, identification of students, and advising problems must all be resolved if the program is to achieve full implementation. In addition, if the element is to function as designed, university FTE must be allocated to allow for closer student supervision.

SUMMARY AND INTERPRETATIONS

The Early Entry Program at the University of Oregon was initiated as a means of developing a program to train prospective teachers to manipulate the independent variables that determine children's learning and to develop performance measures which can be used to empirically assess the effectiveness of the training program.

The element is a cooperative endeavor of the College of Education--University of Oregon, the Eugene Public Schools, and University students. Thirty-six freshman students are currently enrolled in the initial stages of the program.

Objective measures based upon identified instructional objectives are being developed by the program planners. In general, students are expected to diagnose pupil needs, design appropriate instructional strategies, and achieve desired instructional outcomes (in terms of measurable-observable behaviors) with elementary school pupils.

Two main components comprise the element. Preparatory Experience consist of college courses where students learn to design instructional procedures and conduct instruction in simulated settings. The field experiences consist of practicum courses where the university student instructs actual children in elementary school classrooms. Field experiences are available to the students during the freshmen, sophomore and junior years. Prior to the senior year student teaching experience, the student assumes an ever-increasing instructional role in the classroom.

APPENDIX A

EUGENE PUBLIC SCHOOLS
School District 4J, Lane County
Eugene, Oregon
January 9, 1970

TO: Elementary Principals and Teachers Participating in Experimental Elementary Teacher Education Program

FROM: Don Rose, Director of Education

RE: Tutorial I Program (Early Entry Program)

Purpose of Tutorial I

The purpose of Tutorial I is primarily that of orientation. Traditionally students have been exposed to their methods classes long before they deal with children in any meaningful way. While this is administratively convenient, such practices often result in confusion concerning the relevance of methodology to teaching. By providing an opportunity to experience the problems and rewards of teaching early in the preparation program, students will be able to relate methods to field practice in a meaningful manner.

Some Suggested Activities for Tutors

As the classroom supervisor, it is your prerogative to involve the tutor in those experiences you feel to be most needed by your individual tutor. We hope that tutors will become competent in performing activities such as the following:

1. Conduct instruction with individual children or small groups of children as specified by you. Examples of such instruction might include the following:
    a. Assisting children in creative writing activities
    b. Using instructional aids such as flannel board, puzzles and games to teach reading.
    c. Involve children in active learning situations to illustrate mathematical concepts and principles.

2. Conduct instruction with the large groups of children or the total classroom. Examples of such instruction might include:
    a. Reading a story
    b. Supervising a recess period
    c. Presenting a lesson previously planned with the classroom supervisor.
    d. Supervising children during instructional activities

3. Conducting routine classroom business
    a. Taking attendance.
    b. Supervising children responsible for routine classroom organization, i.e. chalkboard monitor.

The activities suggested are merely intended as examples of the experiences tutors might have. Additional experiences such as preparing lesson plans or instructional materials, would be highly desirable. Also, if the opportunity presents itself, tutors might observe other school activities such as parent-teacher conferences.

Supervision of the tutorial program will be done on an informal basis. The classroom teacher and principal will be the primary supervisors. University personnel will periodically visit the schools.

We wish to thank you for your participation in this cooperative endeavor. Through such combined efforts chances for the success of the project are enhanced.

The program is being planned cooperatively by the following District 4J and University personnel:

District 4J

Mrs. Mary Ann Feldman
Mr. Donald Shutt
Mrs. Helene O'Conner
Mr. Harry Jahnke
Mr. Don Rose
Miss Evelyn Piper

University of Oregon

Mr. Carl Wallen
Mr. Norbert Maertens
Mr. Jim Hotchkiss
Mr. Jim Johnston

Prepared by;
Don Rose, Director
of Education
1/9/70 fh

APPENDIX B

TUTORIAL II
EARLY ENTRY PROGRAM*

Purpose of Tutorial II

One purpose of Tutorial II is for the tutors to gain practical skill in teaching children reading, language arts, and mathematics. Tutors will apply with real children what they learned fall term in a nine unit course in teaching reading, language arts, and mathematics. During the course tutors learned to determine and provide for the specific reading, language arts, and mathematics needs of children. They learned to design and conduct diagnostic tests which could be used in determining the most appropriate reading, language arts, or mathematics instruction for each particular child. They learned to design and conduct instructional procedures which would enable the children to attain reading, language arts, and mathematics objectives the children could not previously attain. The instructional procedures in mathematics utilize laboratory-orientated experiences whenever possible. The instructional procedures in reading and language arts utilize both teacher-prepared and published materials. The tutors learned to maintain accurate records of the progress each child makes during the term.

A second purpose of Tutorial II is to provide instruction for those children needing additional help in reading, language arts, and mathematics. The tutors are prepared to carry out diagnostic teaching procedures with these children. They are able to determine the appropriate reading, language arts, and mathematics instruction which the children need. They are able to organize and conduct the appropriate instruction. They are able to maintain records of the child's progress.

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* Formerly called Experimental Elementary Teacher Education Program

Suggested Activities for Tutorial II Students

We hope that most of the tutor's time will be spent helping children who need additional instruction in reading, language arts, and mathematics. The tutors should be held responsible for organizing and conducting instruction and for maintaining records of the children's progress.

There may be times when you will want the tutors to help with other activities. In Tutorial I they had experience with various activities, such as supervising physical education, assisting children with independent activities, and taking lunch count. They should be able to carry out these activities even more skillfully in Tutorial II.

Supervision of Tutorial II Students

Classroom supervision will be done on an informal basis. The classroom teacher and the principal will be the primary supervisors. University personnel may occasionally visit the school to talk with classroom teachers.

A weekly seminar for Tutorial II students will be held during the term. The seminars will be held in the evening, at a time to be announced. Teachers and principals are invited to attend these seminars whenever they wish.

Planning of Tutorial II Program

The program is being planned cooperatively by the following District 4J and University personnel:

District 4J

Mary Ann Feldman
Donald Shutt
Helene O'Conner
Harry Jahnke
Don Rose
Evelyn Piper

University of Oregon

Carl Wallen
Norbert Maertens
Jim Hotchkiss
Jim Johnston

We wish to thank you for your participation in this cooperative endeavor. Through such combined efforts chances for the success of the project are enhanced.

Chapter 3

Title: Experienced Teacher Fellowship Program

Agency: College of Education
Department of Curriculum & Instruction
University of Oregon
Eugene, Oregon

Interviewed Individual: James M. Hotchkiss, Program Director

OVERVIEW OF THE ELEMENT

This element provides training for fifteen experienced elementary school teachers (K-6) from the state of Oregon. The teachers were granted a year's leave of absence from their local school districts for participation in the program. The element is primarily concerned with three basic priorities: (1) the training of regular classroom teachers to teach socially, emotionally, and culturally disadvantaged children in the regular classroom; (2) the training of teachers who have been selected to work in the Model Schools of Portland; and (3) the development of a regular teacher training program based upon research on and with the Fellowship Program.

The element provides regular classroom teachers with the theories, methods, and techniques of proven value in the fields of special and remedial education. When applied by these teachers of socially and culturally disadvantaged children, it will result in significant improvement in the academic and behavioral performance of the children. Concurrently learning and behavior problems will be reduced.

The element is designed to provide a sequential experience in the following areas: Theory and Implementation of Personnel and Systems Change, Field Experience with the Disadvantages, Classroom Management, and Academic Diagnosis and Correction. The Fellow moves from coursework involving theory and instruction to practice and then to further instruction in an attempt to relate each aspect of the Program to the knowledge and experiences preceding it.

Funding for the element was provided by the Bureau of Educational Personnel Development of the U.S. Office of Education.

CURRENT OPERATIONS OF THE ELEMENT

Context Within Which the Element Rests

The element was designed to equip regular elementary school teachers with the knowledge and skills necessary for a more effective program for education, socially, emotionally, and culturally disadvantaged children within a regular classroom.

Although it was not specifically designed as a Master's degree program, completion of all coursework in the Experienced Teacher Program will satisfy course requirements for the Master's degree. To receive the degree, a minimum grade-point average of B is required and the fellow must pass written and oral examinations at the conclusion of the Program.

Funding for the element is provided through the Bureau of Educational Personnel Development of the U.S. Office of Education. The element has been funded for the past four years and is closely associated with five other federally funded agencies:

(1) The Tongue Point Job Corps Center
Fellows from the ExTFP serve three full weeks as teachers and counselors at the center as added staff and vacation relief for regular teaching staff.

(2) High School Equivalency (HEP) and Upward Bound
During summer session, fellows serve as tutors for one or two students.
During the three academic year quarters, fellows continue to be available as tutors or advisors of Upward Bound students as needed or requested.

(3) Center for the Advanced Study of Educational Administration (CASEA)
Two faculty members, Richard Schmuck and Forrest Brissey, from CASEA, are teaching two courses in the current program relating work at CASEA to effective school and community change.

(4) Northwest Regional Instructional Materials Center for Handicapped Children and Youth
The center houses the most comprehensive library in the Special Education area as well as the most comprehensive collection of films, audio-visual materials, teaching aids, etc. to be found in the Pacific Northwest area. The library houses the ExTFP library materials and is open to the fellowship students.

(5) Regional Research and Training Center in Mental Retardation
This facility provides the necessary staff for extensive training, research, and service components. The project director and training director work closely with the programs in the Department of Special Education.

There are two advisory groups established for the element.

The function of the Experienced Teacher Fellowship Program Advisory Board is to evaluate and make recommendations in areas of content and order of the program, and the establishment and organization of practicum facilities in the public schools. In addition, the Board serves as an additional liason between the Experienced Teacher Fellowship Program and the respective department or schools. The Board consists of the following people:

Dr. Arthur Pearl	Culturally Disadvantaged
Dr. James Johnston	Educational Psychology
Dr. Forrest Brissey	Special Education- CASEA
Dr. Norbert Maertens	Curriculum and Instruction
Dr. Clarence Schminke	Curriculum and Instruction
Dr. Evelyn Piper	Eugene Public Schools
Mr. Donald Rose	Eugene Public Schools
Mr. Everett Snyder	Springfield Public Schools
Mr. Howard Smith	State Department of Education
Mr. Willard Fletcher	Portland Public Schools

Because half or more of the Fellows in the 1970-1971 program were from Portland Public Schools and were trained specifically for the Model Schools area, a steering committee was established which is composed of the following people from the Portland School System:

Chairman-Mr. Willard Fletcher	Director of Elementary Education (Model Schools) Area II
Mr. Sam Mansfield	Teacher (Experienced Teacher Fellow 1968-1969)
Mr. Clinton Thomas	Principal, Boise School
Mr. Bill Gerald	Principal, Irvington School
Mrs. Vivian Grubb	Head Counselor, Area II

The responsibilities for the Steering Committee during the 1970-1971 program were to :

(1) select and recommend Portland teachers to participate in the element.

(2) evaluate the performance of the current fellows now teaching in Portland at Boise School.

(3) evaluate the previous program and recommend any changes in the 1970-1971 program.

(4) help supervise the 1970-1971 Fellows when they taught in the Model Schools during their field experience.

A five day institute was held to bring the local administrators of the fellows to the University where they had an opportunity to learn exactly what the program was doing, what the Fellows can and cannot do, and how to best use them on their return to their local districts.

The element is supported by the cooperation of various groups interested in education. Because of this and because of the significant impact even when it is no longer supported by funds from the U.S. Office of Education.

Staff Identification and Responsibilities

A) James M. Hotchkiss, Ph. D. (Project Director)
Doctor Hotchkiss is released from three-quarters of his present University commitments to direct the Experienced Teacher Program. In addition to the preparation of required reports, he supervises the evaluation of the element, is responsible for the general supervision of the project, and meets weekly with the participants for a two-hour on-going evaluation of the project. Responsibilities for decision-making lie totally with Dr. Hotchkiss, with the help of others if he feels it is necessary. Courses taught within the element:

Ed 407- Seminar: Teaching Emotional Problems
Ed 409- Practicum: Field Experience in Behavior and Learning Problems
Ed 509- Practicum: Field Experience in Behavior and Learning Problems
Ed 508- Workshop: Culturally Deprived
Ed 409- Practicum: September Experience

B) Carl J. Wallen, Ed. D. (Co-director)
Doctor Wallen works closely with the director in the supervision of the Program. He has been released from one-half of his present University commitments to assist in the ExTFP. One of his major responsibilities is program development. He has and will continue to use the Fellows to assist in the development of teacher training programs for use in the regular teacher education program. In addition, Dr. Wallen is responsible for the following courses within the element:

Ed 407- Diagnosis in Teaching Language and Mathematics (2 terms)
Ed 507- Diagnosis in Teaching Language and Mathematics

C) Forrest L. Brissey, Ph. D.
Dr. Brissey teaches a special program in General Semantics designed for, and limited to the Fellows. His coursework is closely coordinated to that Dr. Richard Schmuck and the field courses. Fellows have the opportunity to be actual participants in and contributors to Dr. Brissey's research program on communications with CASEA, as part of, but in addition to, their work in his course. While involved in the element, Dr. Brissey will teach no other coursework. The title of the course he presently teaches is:

Ed 507- Seminar: Interpersonal Communications Theory

D) Arthur Pearl, Ph. D.
Dr. Pearl is the head of the Area of Disadvantaged Education in the Department of Curriculum and Instruction. His presence in the element gives Fellows the opportunity for first-hand experiences with the problems of disadvantaged children on a broad theoretical level, as well as on a practical plane. Dr. Pearl is responsible for one regular course and will give a practicum each quarter that is restricted to the Fellowship group. Dr. Pearl teaches two other courses outside of the Experienced Teacher Fellowship Program. Courses taught in this Program:
Ed 409- Practicum: Alienated Youth and Education (4 terms)
Ed 407- Seminar: Alienated Youth

E) Richard Schmuck, Ph. D.
Dr. Schmuck's academic specialty is innovations and changes in public schools. Fellows will be able to gain first-hand knowledge and insights in the latest innovations in education from Dr. Schmuck. During the winter term, Dr. Schmuck's teaching activity was limited to the Experienced Teacher Program exclusively.
Course taught within the element:

Ed 507- Seminar: Planned Changes in Schools

F) Barbara Bateman, Ph, D.
Dr. Bateman is nationally recognized authority in the field of Learning Disorders. She is the coordinator in the area of learning disorders and is responsible for the following course:

Ed 407- Seminar: Language and Reading for the Exceptional Children

G) Mildred (Coen) Robeck, Ph. D.
Dr. Robeck designed an experimental class specifically for and limited to the Fellows. She taught one other course during the term she was involved with the element. She also serves on the Advisory Board for the program. Course taught within the element:

Ed 509- Principles of Child Learning

H) Norbert W. Maertens, Ph. D.
Dr. Maertens is an authority in elementary mathematics education. He has worked closely with Carl Wallen in supervising the placement of student teachers in the surrounding school districts. He and Dr. Wallen created a special two-term experimental class for the Fellows. Dr. Maertens is responsible for one other course outside of the element. Courses taught within the element:

Ed 407- Seminar: Diagnosis in Teaching Language and Mathematics
Ed 507- Seminar: Diagnosis in Teaching Language and Mathematics

I) John H. Hansen, Ph. D.
Dr. Hansen is a leading authority in Interaction Analysis and has conducted seminars and workshops extensively throughout the Pacific Northwest. He is co-chairman of the Department of Curriculum and Instruction and has been instrumental in gaining the necessary cooperation from that department. Course taught within the element:

Ed 508- Workshop: Flanders Interaction Analysis

J) James E. Crosson, Ed. D.
Dr. Crosson is the Associate Director of the Research and Training Center for Mental Retardation and is responsible for one course:

Ed 409- Practicum: Programming Learning Environments

K) Ruth P. Waugh, M.S.
Ruth Waugh is the Coordinator of DeBusk Memorial Center, the on-campus facility where the first practicum in the Experience Teacher Fellowship Program occurred. Mrs. Waugh supervised the Fellows as they taught and critiqued instruction via videotape, one-way mirror, and direct observation. She is responsible for two courses:

Ed 465- Diagnosis in the Basic Skills
Ed 409- Practicum: Remedial Clinic

L) Howard N. Smith, M.S.
Mr. Smith is a special consultant to the Oregon State Superintendent in the area of learning problems. He is responsible for developing special classes and special procedures for children with learning and behavior problems. He is also a member of the advisory board to coordinate the objectives of the program. Mr. Smith taught one class for this element:

Ed 407- Facilitating Group and System Changes

M) Donald Carr
Donald Carr is responsible for teaching one class:

Ed 507- Seminar: Abnormal Psychology

Student Identification and Responsibilities

There were fifteen Fellows involved with the element: thirteen women and two men. Five of the Fellows were Negro, the only minority group represented.

Major Activities Within the Element

The coursework in the element is broken down into four basic areas: (1) Theory, (2) Field Experiences with the Disadvantaged, (3) Classroom Management and (4) Academic Diagnosis and Correction. The curriculum is designed to provide a logical sequence of experiences, moving from theory, to practice, to advanced instruction.

The area of Theory of Personnel and Systems Change is designed to provide a basic understanding of the life styles of disadvantaged people, their problems and concerns, and strategies to help alleviate these conditions. As part of their work in this area, Fellows study recent research in the changing and restructuring of schools and classrooms done by the Center for the Advanced Study of Educational Administration (CASEA). Schools and school districts in Oregon and Washington where experimental projects are in operation are visited, and methods by which these ideas may be implemented in home districts are discussed. In addition, Fellows learn about the operation of the State Department and the laws governing schools. Fellows visit the Department to gain firsthand knowledge, sit in on legislative committee meetings, and are guests of the State Board of Education at several meetings.

The area of Field Experience with the Disadvantaged provides ongoing discussions of the problems of disadvantaged youth along with close contact with students from different minority groups. During the summer session, Fellows serve as tutors for the High School Equivalency Program (HEP). These students come from disadvantaged areas including poor-white, Indian, Black, and Chicano. Each fellow is responsible for one or students for a minimum of three hours of tutoring per week. After the summer session, the Fellows work full time (40-50 hours/week) at the Tongue Point Job Corps Center in Astoria, Oregon. This experience as a teacher or a counselor, has been rated as one of the most important aspects of the element by former Fellows. After the experience at Tongue Point, Fellows immediately return to their home districts to serve as administrative aides for three weeks. The objective is to develop a clearer understanding of the job they are preparing to perform.

During the Fall, Winter and Spring terms, Fellows attend a two-hour weekly seminar-field experience in which they carry on an ongoing discussion of problems of disadvantaged youth, what can be done to effect change, and how it might be done.

The area of Classroom Management is designed to provide a background of theoretical understanding, knowledge, and techniques to identify, diagnose, and alleviate classroom behavior problems. For two quarters, Fellows spend one-half day, five days per week with children with severe learning and behavior problems in five local public schools. Two Fellows are assigned a group of eleven students and teach mathematics. The Fellows then work with the regular teachers in large classrooms for the remaining ninety minutes.

During this field-experience, the Fellows are supervised. Each fellow has a total of at least two hours of supervision per week, and usually much more.

The area of Academic Diagnosis and Correction incorporates theoretical background and methods and techniques necessary to identify, diagnose, prescribe and remediate specific learning problems.

The program is a coherent whole with each course or experienced designed to relate to the others. The core of the program is the work in the public school setting where theories and techniques are tested under close supervision.

The graduate Fellow is responsible for the successful demonstration of capabilities as written in the objectives of each course. In addition, if the Program is taken for a Master's degree, a minimum grade point of B is required along with a written and oral examination.

Fellows have been involved in the in-course and program evaluations; they make recommendations for subsequent programs; some Fellows are used to select the applicants for the program of the following year, and all Fellows participate in the follow-up studies to further modify the element.

IMPACT AND EVALUATION OF THE ELEMENT

As for the University of Oregon, the impact of the element can be seen in the discussions, once rare, which are now carried on among members in CASEA and the faculty members in Special Education and Curriculum and Instruction. Although these discussions are essentially oriented towards the element, they are leading to wider ramifications. Special Education faculty members as a result of this element are moving into undergraduate training and Dr. Wallen was asked to serve as an advisor in the Department of Special Education. Faculty in Elementary Education. are utilizing the Fellows as supervisors and are participating in their training.

In addition to the impact at the University, other areas of impact have been realized. Should the five teachers who are now teaching in Portland prove as effective as they appear. to be, it is entirely probable that the essential training program of the Experienced Teacher Program will be adopted for teachers of disadvantaged children in the Model Schools area of Portland.

A number of the cooperating schools in Eugene have reported a significant drop in behavior referrals to the principal and improved academic achievement. As a result, many teachers are asking for programs of a nature similar to the Experienced Teacher Program.

The impact of the element in terms of its objective of systems change and innovation can be gauged from the activities of the element's first graduates. Of the fifteen people who graduated, one is now conducting research for the State Department of Education to keep low achieving children out of special education classes; one has served with the University as a liason person responsible for the placement and supervision of intern teachers; another was recently assigned as principal of a school with problems that necessitated the resignation of the former principal in mid-year; another is conducting an experimental class for Indian migrant children in Pendleton, Oregon with his district and the State Department of Education; another is a special classroom consultant to all teachers in his district and advises his district on how to improve the program for disadvantaged white children; two are members of the textbook adoption committee; and one is the director of the elementary reading program in Lincoln County.

Additional forms of impact will be available upon the completion of the evaluations that are being done presently and evaluations done on the element next year.

Evaluation of the element will be done in two different ways: internal evaluation made by persons directly involved in or with the program and external evaluation conducted by an outside agency or team with no other connection with the element.

Constant internal evalutions of the element are made while it is in progress. This is done weekly meetings with the Fellowship group to which any involved faculty members are invited. This method has been used very successfully in making recommendations for course changes.

Fellows evaluate each class at the conclusion of the term it was offered and recommend whether it should be offered to the next group; changes that should be made; and strengths and weaknesses of the class. When the program is concluded, Fellows again rate every class and the program as a whole with respect to whether it did, or did not, attain the stated objectives.

Before their entrance into the element, data of various kinds is gathered on each Fellow. After the return of the Fellow to the home classroom, studies will be made for three years - longer if feasible - with as much data on classroom and pupil performance being gathered as possible. The element will then be changed if the results seem to point out any weaknesses.

External evaluation will be done with recommendations from the advisory board and the Portland Steering Committee. For example, the Portland Steering Committee will evaluate the Fellows in the Model Schools of Portland and then make suggestions for spring term placement and any other changes indicated.

A plan of evaluation for the 1971-1972 program is presently being developed by Teaching Research, an agency of the Oregon State System of Higher Education. Teaching Research will be available for consultative aid in the collection, analysis, and evalution of the data collected in accordance with their evaluation plan.

Dissemination of information concerning the element occurs in the form of news releases sent to television stations, radio stations, and newspapers throughout the state. In addition, information about the element will be published in professional journals as it is collected and currently two doctoral dissertations are in progress and others are expected.

Another method Dr. Hotchkiss uses to disseminate information is to travel around the state to address interested teachers' groups about the element.

It has been stated by Dr. Hotchkiss, however that the best means of dissemination is the reputation the element has earned in the state of Oregon. Because of the high calibre of the returning aprticpants, school districts have been sending their best teachers to participate in the element: those they expect to assume leadership roles after returning, knowing they know will do so.

SUMMARY AND INTERPRETATION

This element, funded by the Bureau of Educational Personnel Development of the U.S. Office of Education, has three basic priorities: (1) the training of regular classroom teachers to teach socially, emotionally, and culturally disadvantaged children in the regular classroom; (2) the training of teachers who have been selected to work in the Model Schools of Portland; and (3) the development of a regular teacher training program based upon research on and with the Fellowship Program.

All present evidence points that these priorities were effectively fulfilled. The school districts were very impressed by the calibre of the returning teachers and have utilized their skills in a variety of ways. Also, if the teachers in the Model Schools of Portland continue to be as effective as they appear to be, it is entirely probable that the training program to be devised will be based heavily on the Experienced Teacher Fellowship Program. In addition, the third priority has been completed. A copy of the format for the undergraduate teacher training program can be found in the appendices.

The element was designed by Dr. Hotchkiss and was stated in terms of performance objectives. In addition, the requirements for many of the courses were stated in terms of performance criteria, and certification for the total program includes the completion of these courses.

The element provides a range of field experiences including tutoring for the High School Equivalency Program, working with the Tongue Point Job Corps Center, and much work in various situations with disadvantaged children in Eugene.

These experiences are closely inter-related with the coursework on the University campus in a sequential program designed so that the Fellow is first involved in theory and instruction, then practice, and finally advanced instruction.

Due to the small number of Fellows, the supervision is very close. Various methods of supervision are used, especially video-tape so that each Fellow can gain a better comprehension of his interaction with others.

The element is evaluated both internally and externally. The Fellowship group meets weekly to discuss the on-going classes. This method of evaluation has been very helpful, especially in terms of recommendations for course changes. After each course and after the total program, Fellows make evaluations with respect to whether the stated goals were attained or not. After the return of the Fellow to his home district, he will be evaluated for three years- longer if feasible. The information received from these evaluations will be used to decide changes in the content of the element. Additional evaluation is done by the Advisory Board and the Steering Committee who both offer suggestions for changes in the content and format of the element. An outside evaluation is being prepared by Teaching Research, an agency of the Oregon State System of Higher Education. This evaluation will be effected during the 1971-1972 session of the element. From the data compiled during this study, a more definite idea of the impact of the element will be gained.

Much of the information for this Case Profile is derived from the proposals for the element for 1970-1971 and for 1971-1972.

APPENDIX A

CRITERIA FOR ELIGIBILITY OF PARTICIPANTS

The criteria that will be used to determine participant eligibility are as follows:

1. The applicant should be rated as a "good" teacher by his administrators.

2. The applicant must be teaching in a public or private elementary school, grades K-6, at the time of application.

3. The applicant must not have had the course work covered by the program.

4. The applicant must agree to return to the original district following the program.

5. The applicant must agree to work with disadvantaged children wherever the district desires to place him.

6. The applicant's district must agree to:

   (a) give the applicant a one year leave of absence to attend the program;

   (b) view the time in the Experienced Teacher Program as a year of service to the district for salary purposes;

   (c) agree to participate in the administrator's workshop; and

   (d) agree to permit the district and the fellow to participate in follow-up studies.

No amount of preparation in any particular field is considered essential or required: a B.A. degree is desirable but not required (one student, a mature woman, in the current program who was teaching in a private school had only 40 hours of college work. She currently has a 3.5 grade point average in graduate work and is one of the most competent fellows in this year's program. We are now attempting to by-pass B.A. requirements for admission to a graduate program and help her receive a Master's Degree.)

Aside from exclusion of teachers who have already had the course work of the program any person whose district meets the criteria stated above is an acceptable applicant. However, the desire of the district to participate is an extremely important criteria because unless the applicant has the enthusiastic support of his home district, he will have little if any opportunity to put into practice anything new he learned in the program and would be even less likely to have an impact of any kind.

District support is also important in another respect: This program is seen as a three-way commitment between the district, the fellow, and the University. The district would in every case have the final say about who that district sent to the program, the fellow is committed to return, and the University to provide the training. If one agent of this triangle--the district, for example, should fail to meet its commitments, then much of the time and expectations of the others would be wasted and the program would fail to realize its objective with that district and that particular fellow.

The final selection of fellows will be done by two sets of criteria: (1) Districts such as Portland, Eugene and Springfield, etc., that have participated in past programs and whose administrators are enthusiastically supporting the program will be offered a specific number of fellowships and asked to nominate candidates. It is, for example, expected that Portland will have half or more, Eugene and Springfield, approximately two or three, depending upon the number available. This method was used with this year's program because it was funded too late for the normal selection procedure. The result was an even greater interest of the districts in the program and an extremely competent group of teachers. Many faculty members involved in the program rate the current group to be the finest of the three programs.

(2) For most districts the following procedure will be used: A brochure fully describing the program and containing detailed instructions for obtaining additional information and application materials will be mailed to every public and private school in the state of Oregon as early in the year as USOE guidelines permit (See attached brochure of the 1968-69 program.). Every applicant who inquires and who is currently teaching in the elementary education area in the state of Oregon will receive detailed application instructions and all necessary forms.

The applicant's file should contain the following information at the time of selection:

1. All required USOE forms properly completed.
2. Two copies of the University of Oregon Graduate School Admissions Application.
3. Copies of all college transcripts.
4. At least two letters of reference from administrative personnel in the applicant's home district. One letter, from the district superintendent or his appointed assistant must state that the district will view the fellow's participation in the program as one year's service to the district, thus maintaining his position

on the salary schedule. It should also indicate the district's willingness to participate in the various research programs which will follow the fellow's return to his district and whether or not administrative personnel will be permitted to visit the fellows and the program and a special conference for administrators to be held annually at the University. The letter should also state plans for using the fellow when he returns and grant him a year's leave of absence to attend the program. Evidence of enthusiastic district support is considered to be essential if any impact is to be sustained and the fellow's full potential realized when he returns.

5. A signed statement from the applicant stating that he will return to his district.
6. Evaluation team report. Every applicant will be visited and observed in his classroom before the selection takes place. At that time the program and its objectives and requirements will be explained in detail to the applicant and to the local administrative personnel, and any questions answered. Every effort will be made to select the persons and districts who will benefit most from this program. Each applicant will understand that he will be expected to return to the most difficult teaching station in his district and work with disadvantaged children. Following each visit, the evaluation team will write up a report of their observations which will be included in the applicant's file. Local districts will be encouraged to propose teams of two or more

teachers who would then return and work as a unit--some team members may be resource teachers or teacher-supervisors who would be working directly with teachers and children.

Following a personal visit, a faculty admissions team, composed of the directors and two other faculty members, will evaluate the applicants for final selection. Providing all the criteria above has been met, selection will be based on several factors.

(1) The nature of the district and the number of disadvantaged children. All else being equal teachers from a poor rural district would always be chosen over a teacher from better districts. Preference would be given to teachers from areas where classroom specialists are not readily available--and there are many in Oregon.

(2) Given number 1, the committee will then attempt to screen in those who would profit most from the program.

(3) Those in the final group would then be noted by each member of the selection committee and those ranking highest would be chosen.

(4) Grade point averages are not considered nor are past academic records considered except to screen out those who have had many of the courses in the program.

Generalized Admission to the School of Education

All participants selected for this program are eligible to take and receive credit for all coursework. If they do not have a B.A. degree, the credit is listed as undergraduate. Mature, non-degree holding students who do well academically may now apply for advancement to graduate status (as mentioned earlier).

Regular admission to the graduate school for those who hold the Bachelor's degree is done according to the following procedure.

Standard institutional procedure and requirements for admission to the graduate program in Education at the University of Oregon is:

1. Admission to a degree program.

   A student must be graduated from an accredited college or university with a record showing ability to maintain satisfactory progress in graduate studies. An accumulated undergraduate grade point average of 2.75 and satisfactory performance on a graduate aptitude test are ordinarily required for admission to a degree program. In exceptional circumstances, as in the case of students graduating from non-accredited colleges or whose undergraduate record does not meet the general requirement for admission, the student may petition for admission to a degree program, after completion of 12 to 24 hours of satisfactory graduate study. All petitions and applications for exceptions to the general rule are reviewed by the Graduate Advisory Committee. For the M. Ed., a valid teaching certificate and at least one year of classroom teaching are required.

2. Procedures for admission.
   - a. The following documents are filed in the College of Education by the applicant:
     - (1) Two Application for Graduate Admission forms.
     - (2) Two copies of official transcripts of all previous academic work.

(3) Personnel Record form with written statement.

(4) Three copies of a tentative program, listing all courses a student wishes to include in his program.

3. Students may apply for a Master's degree in either Curriculum and Instruction or Special Education.

Every effort will be made to award fellowships to those teachers who, after a careful consideration of their backgrounds and school district's attitude toward the program, the committee believes will benefit most from the program and who will be most likely to make a maximum contribution and impact when they return home. Those selected will be mature, serious, professional teachers who intend to pursue a career in elementary education and who have demonstrated by their past classroom performance their desire to achieve excellence.

APPENDIX B

PROPOSED TEACHER TRAINING PROGRAM

We are hearing a good deal these days about "relevance" of classroom experiences for what students will be doing after graduation from the university. It seems that there may well be at least two kinds of irrelevance in a given teacher education course: one kind being due to concentration on course content which is for one reason or another truly irrelevant to the student's goals, and the other kind being due to the student's inability to see the relevance of the subject matter because of his own inexperience in the teaching situation. Surveys regularly find that practicing teachers consider their student teaching to have been the most valuable experience received in their teacher education program. Students at the recent "week of confrontation" complained that they felt a need for more contact with children and classrooms as a part of their preparation. They also expressed a need for more direct contact with the faculty. The time has come to consider a change in the elementary teacher education program.

All too often, evaluation of teacher training program changes falls into the category which has been called "gee whiz" data. Little, if any, hard evidence is presented to support the program changes. The need for hard data seems obvious. It is for this reason that an experimental teacher education program is being proposed. The experimental program will provide for a variety of experiences in classroom settings, regular small seminar meetings with faculty members, integration of the knowledges and points of view of specialists in reading, mathematics, educational psychology, and special education, and, hopefully, the opportunity to point out the relevance of what is taught. Through the random selection of experimental and control groups and the development of some objective measures, it is hoped that some hard data can be collected to indicate the efficacy of such a program of teacher education.

During the first year of the program, a series of regular meetings will be held by the experimenters (Wallen, Hotchkiss, Johnston, and Maertens). The purpose of these meetings will be to integrate their specific knowledges and skills into a sequence of experiences especially designed to maximize the prospective teacher's ability to systematize the teaching act. It is expected that experiences can be devised which will permit the student to make use of the best that is known concerning teaching methodology, incorporate principles of learning, and pay due regard to individual differences, and to do this in an active rather than a passive way. The experimenters will utilize an instruction system approach in designing and evaluating the sequence of instructional experiences provided in the experimental program. (The development of the program components is discussed on the last two pages of the proposal.)

A tentative outline of the proposed elementary teacher education program is given on the pages which follow. The experimenters anticipate that by the time students reach the sophomore year the program descriptions and titles will be changed. The outline uses the terminology and subject matter orientation of the present teacher education program. The experimenters expect to produce a different terminology and subject matter by applying the instructional system approach to program design.

The tentative program outline is an adaption of the present elementary teacher education program. The tentative program components identified are courses which have been added or courses which have been altered. Five courses totaling 16 hours have been added--10 hours of practicum and

6 hours of seminar. Five courses totaling 18 hours have been altered. Student teaching has been changed.

OVERVIEW OF TENTATIVE PROGRAM COMPONENTS FOR EXPERIMENTAL GROUP

Freshman	Sophomore	Junior	Senior
Tutorial I (3)	Tutorial II (4)	Tutorial III (3)	Student Teaching (14)
	Lang. Arts (3)	Human Dev. and Learning (6)	Seminar: Materials in Lang. Arts, Read. & Math. (3)
	Reading (3)	Cl. Proced. (2)	
	Mathematics (3)		
	Seminar: Diag.Teach. (3)		

General education and group requirements will be completed as now. The block system will not be used. The language arts and reading methods courses will be offered as regular three-unit courses, as math methods is now offered. Tutorial II, a full term tutoring experience, will replace the Block II student teaching. Students will take the social studies and science methods courses without the concurrent student teaching. They will student teach all day for one full term. Students will be advised to complete all their methods courses by the end of their junior year.

It is hoped that students may be allowed to challenge by test such prerequisite courses as Math 122 (121 required of all), and music and art.

EXPLANATION OF TENTATIVE PROGRAM COMPONENTS

FRESHMAN YEAR

Fall Term - Identification of 100 freshmen planning to major in elementary education. (Identification through early advising and through the evening meeting during freshmen week). Following identification, the group will be subdivided into two groups to be called experimental and control. The control group will continue through the University of Oregon teacher education program as it presently exists. The performance of the two groups will be compared at various times during the four years. The experimental program is discussed in the paragraphs which follow.

Following identification and assignment, the experimental group will be subdivided into four groups of 12 to 13 students each. These groups are then assigned to Drs. Wallen, Johnston, Hotchkiss, or Maertens for permanent advising. Regular group advising sessions of about one hour in druation will be held once a month. During these sessions, the students in this group will be initiated into the philosophy and objectives of teaching and will receive instruction on how to conduct themselves during the tutorial occurring in the winter term.

Winter Term. Students will be assigned to Tutorial I, to be carried out in the Eugene Public Schools. After an initial period of observation students will assume some instructional responsibility. They will instruct groups of two or three pupils. They will assist during study periods and playground activities. The purpose of Tutorial I is for students to become confident in working with children and to be able to conduct the instructional program described in detail in teacher's manuals and guides. The monthly advising sessions will continue during this term. Students will be encouraged to discuss problems they have encountered.

Spring Term. The monthly advising sessions will not be continued during the spring term unless students request it.

SOPHOMORE YEAR

Fall Term. Students will be given 9 hours of methods courses in reading, language arts, and mathematics. The courses will be offered for a full term. The purpose of the courses will be for students to be able: (1) to diagnose pupils' instructional needs in reading, language arts, and mathematics; and (2) to design and conduct instructional procedures in such a way that a child will be able to attain an ability he could not previously attain. The emphasis in the courses will be on "moving beyond the teacher's manuals and guides," so as to make whatever methods are used more effective with each individual child.

Winter Term. Students will be assigned to Tutorial II, to be carried out in the Eugene Public Schools. Students will act as diagnostic teachers. They will be assigned pupils needing additional assistance in reading, language arts, and mathematics. They will keep detailed records and communicate the results to the classroom teacher and to their college advisors. Students will be assigned to a three-hour seminar to be held once a week. The seminar will be jointly chaired by Professors Wallen and Maertens. The purpose of the seminar will be to help students transfer theory into practice.

Spring Term. The monthly advising sessions will not be continued during the spring term unless students request it.

JUNIOR YEAR

Fall Term. Students will be given a 6 hour course in human development and learning. The purpose of the course will be for students to understand how they can modify instructional procedures according to the social, emotional, cognitive, and physical development of their pupils and how they can design and conduct instructional procedures in all subject areas. Students will be given a 2 hour course in classroom procedure. The purpose of the course will be for students to learn principles for managing classroom size groups of children.

Winter Term. Students will be assigned to Tutorial III, to be carried out in the Eugene Public Schools. Students will assist the classroom teachers in a variety of ways. They will be diagnostic teachers. They will conduct some lessons in subject areas other than reading, language arts, and mathematics. The monthly advising sessions will continue during this term. Students will be encouraged to discuss problems they have encountered.

Spring Term. Students will be encouraged to take the social studies and science methods courses. They will take the courses without the concurrent student teaching. The monthly advising sessions will not be continued during the spring term unless students request it.

SENIOR YEAR

Fall or Winter Term. Students will be assigned to all-day student teaching for a full term. They may perform the student teaching in any area of the state where supervision arrangements have been previously made. Many may student teach in the Portland area.

Spring Term. Students will be assigned to a three-unit seminar on materials in language arts, reading, and mathematics. The seminar will be a survey course of the available published materials and the ways the materials can be made more effective in classroom use.

DEVELOPING PROGRAM COMPONENTS

Program development will be empirically based. The procedures to be followed in developing the program components will allow the determination of the effectiveness of the program in attaining its stated objectives.

Curricular Scope

The program will have the goal of identifying objectives and providing instructional experiences in two broad areas:

1) Affective Domain
The way students value teaching and themselves--their self-concepts

2) Cognitive Domain
Teaching skills for attaining two general types of objectives:

   a) Motivation
   b) Academic abilities

Instructional System Approach

An instructional system approach will be utilized in developing the proposed program components. The instructional system approach will contain three stages.

1. Design

The jobs which students will be expected to perform upon completing each program component will be identified. The jobs will be analyzed in terms of required attitudes, knowledges, and skills. The attitudes, knowledges, and skills will be expressed as instructional objectives. Performance measures will be constructed for the student's knowledges and skills. For each objective a sequenced media program will be prepared. The specifications for the production or organization of the media program will be written. (Media programs will consist of written materials, observation guides, specified classroom teaching experiences, simulated teaching experiences, etc.)

2. Development

The written materials and observation guides will be prepared. Directions for carrying out the specific classroom teaching experiences will be written. Participating classrooms will be identified. Video-tapes and simulated programs will be prepared. Participating students will be identified. Tutoring and college classroom schedules will be planned.

3. Testing

Each component of the program will be operated. Performance tests will be administered to students before and after each component is operated. The program will be evaluated in terms of the effectiveness of each component and the need for redesigning and redeveloping each component. The redeveloped program components will be operated with the next group of students and again evaluated.

Chapter 4

Title: Teacher Corps Corrections Project

Primary Agencies Involved:
College of Education
Dept. of Curriculum and Instruction
University of Oregon
Eugene, Oregon

Portland Public Schools

Interviewed Individuals:
Dr. Stan Cohen, Director
Darrell Milner, Asst. Director
Wayne Dotts, Academic Coordinator
Steve Anderson, Eddie Harrison - Team Leaders
Two interns in the project

OVERVIEW OF THE ELEMENT

That deviant and delinquent youth are symptoms of a faulty social and educational system is the basic premise of the Oregon Teacher Corps Correction Project. Consequently, the program emphasizes changing the school system, correctional institutions, strengthening the interrelationships between these institutions and the communities they serve, and preparing a new breed of teachers to deal with locked-out youth. The program's activities operate entirely in the urban Portland communities, McLaren School for Boys, and Hillcrest School for Girls with the exception of the University-based summer sessions. The long range objectives for the element focus on both the schools within the community and the University's training of teachers. Specific objectives include development of a field-based competency based teacher education program, implement a re-entry program to deal with delinquent youth, and to recruit underrepresented populations into Teacher Corps programs.

Unlike most intern programs, these interns have been recruited from segments of the population largely ignored for positions of leadership and influence: minority groups, low-income groups, delinquent and delinquent-prone youth. The twenty-nine interns and four team leaders were selected by panels including representation of parents and community-based organizations involved in the program. Certification problems have been worked out to insure that complete certification will be given to interns completing the program's activities.

The element has as its major focus an involvement in the community. One emphasis has been on developing means by which kids who have been in trouble, or who are on the verge of becoming dependent or delinquent, can be involved more successfully in the school. This emphasis evolved into the Re-Entry Program - a systematic means by which youth who are released from MacLaren or Hillcrest and going to Adams or Jefferson

High School receive a systematic and coordinated program to insure an effective transition and avoid a return to custodial confinement. These activities bring the interns into close, cooperative associations with parents, community groups, school personnel, correctional personnel, and troubled youth. Through working with these individuals and agencies, interns and their team leaders are better able to plan experiences to assist their students, not frustrate them. Academic staff from the University of Oregon, both in education and the social science, teach course work on-site.

CURRENT OPERATIONS OF THE ELEMENT

Content within which the Element rests

Poor schools contribute to the rising delinquency rate. Unless there is a widespread change, the prognosis is grim. Ultimately, there must be a restructuring of both the public schools and college and university teacher preparation programs. The Teacher Corps Program at the University of Oregon is designed to bring about change. The intern program is a partnership between the University of Oregon, public schools, correctional agencies, and community-based citizens, and community groups. The primary philosophical orientation of the program is that schools now effectively lock-out certain youngsters. The ultimate aim of the project is to generate schools and staffs that can reach the student now rejected. Change must encompass every aspect of the school. The curriculum, enforcement of regulations, the style of instruction, and the involvement of parents all cry out for new approaches. Teachers will be trained to work with diverse groups and to react constructively and non-defensively to hostility.

This program offers selected undergraduates a minimum of two years of college training (77 credits). The internship and summer session program lead to certification as teachers in two years (three summer sessions plus 2 years of interning). Offering this program at the undergraduate level maximizes the possibility of recruitment among disadvantaged students brought to the Eugene campus for other programs (Upward Bound, HEP, and Project 75) as well as among existing correctional personnel. Surveys of the Joint Commission on Manpower Training and Development have indicated that few employees in such roles as correctional officers have completed college while significant propositions have at least some college training.

The School of Education at the University has cooperated with Teacher Corps to help facilitate the project goals. They have allowed some pass/fail courses to be incorporated in the individualized programs, provided courses to enable the project coordinators to develop their own concept of secondary teacher training, and endorsed the Teacher Corp's program of field-based teacher preparation, which in essence, takes the University into the community where future teachers work directly with high school students and communities. They have also contributed some release time for the Coordinator of Secondary School Education, Dr. Keith Acheson, to work with the project in the context of a competency-based component. Recently the College of Education has indicated its readiness to evaluate the program's teacher training component for its applicability to non-Teacher Corps secondary school preparation. Teacher Corps projects across the nation are required to be competency-based. The activities of this element in designing and developing novel methods of instruction based on competencies identified as crucial will greatly benefit the current University teacher training program. A management system, another requirement of Teacher Corps projects, will enable the systematic collection of data to help validate and evaluate this element's teacher training component. The Teacher Corps Management system, however, is currently not operational.

As a radically field-based program, Teacher Corps interacts with a variety of other institutions. Teacher Corps requires extensive community involvement. The primary focus of the Oregon Teacher Corps Correction Program is to have the community services and the constituents of the communities served by Adams and Jefferson participate in almost all dimensions of the program. This participation is sought in introducing structural changes in the schools or the program, developing policy-making bodies in which parents, students and other community based persons can legitimately exercise power and systematically evaluate the program to guide refinement and re-direction. The other institutions involved in the project include Hillcrest School for Girls and MacLaren School for Boys under the Childrens' Services Bureau of the Human Resources center for the State of Oregon, the Model Cities Educational Committee, the Albina Multi-Service Center which includes all of the state community services organization (probation, welfare, etc.) and the Department of Family Services in Multnomah County.

Various academic departments at the University of Oregon are actively involved in the element. Their cooperation has been necessary to modify or develop some innovative means by which an intern's course requirement and/or requirements for a major can be completed at the field sites. Unfortunately, the program has had some operational difficulties in this area. Efforts have been undertaken through the University Teacher Education Committee to coordinate consideration of innovations in preparing secondary teachers in various disciplines. Teacher Corps has been able to arrange with Portland State University, Oregon College of Education, and the University departments to allow major credit to be taken at the field sites by the interns and team leaders.

Funds for the operation of this element are from several sources. The major portion of element support is from the Federal government through the National Teacher Corps Project. The University of Oregon has contributed personnel, mainly Dr. Keith Acheson, to assist in program development. Negotiations are currently underway to secure additional funds from cooperating public schools, the Corrections Division-State of Oregon, Law Enforcement Assistance Aid, the Model Cities Programs, the Office of Health, Education and Welfare, and the Department of Family Services of Multnomah County. (See Appendix A)

Staff Identification and Responsibilities

The staff for the University of Oregon Teacher Corps Correction Program was selected to represent a cross-section of skills that are essential for teacher training, corrections, community involvement, relating to alienated youth, and interacting with interns from other than typical populations. Active involvement of representatives of the College of Education, the secondary school training program, Department of Sociology, school district personnel, corrections personnel, and local community citizens is a key feature of this element.

University of Oregon staff members with direct responsibility for the programs are:

Dr. Stanley Cohen, Project Director, (.50 FTE), manages the administrative network for the field placement sites. In addition, he assumes an important role in the training of both team leaders and prospective teachers. His background experience lies in group techniques particularly family problems, career analysis and drug addiction.

Mr. Darrell Millner, Assistant Director, (.50 FTE), supervises the Corps members relationship to the community, as well as their training. He and Dr. Cohen work closely in their daily planning which provides for interchanging of roles and flexibility where necessary. There is a staff coordinating meeting in Eugene approximately twice a month. This includes Teacher Corps staff (team leaders inclusive and personnel from the College of Education).

Mr. Wayne Dotts, Academic Coordinator, (.50 FTE), His primary role is in an advisory capacity. He identifies where each of the interns is in terms of his academic progress towards a degree and his progress towards satisfying requirements for certification in terms of his teaching competencies. His developmental role centers upon negotiating with the University to develop curriculum changes and acquainting them with the concept of field-based teacher preparation which allows for maximum exposure to delinquent students.

The Four Team Leaders in the Teacher Corps program are projected as the key members of the team. During the two years of participation in the program they work towards their master's degrees. They are selected by an interview panel composed of representatives of the University, public schools, correctional institutions, economic opportunity projects and the community. Representation of minority groups was an important consideration in team leaders selection. Their responsibilities involve them as supervisors for six-eight student interns, at one of the four sites, while working closely with the classroom teacher or teams to assure that interns are placed in situations that are consistent with the goals of the program. They also work closely with Wayne Dotts to insure that interns are fulfilling academic requirements. Team leaders have the following responsibilities in the organizational management of the program:

1) counseling and guidance for interns in academic areas, training sites, community work and personal development.
2) tutoring for interns/ demonstration teaching.
3) coordination, development and evaluation of experimental undergraduate courses.
4) observing and evaluating interns
5) attending daily or frequent meetings with the interns as a group
6) coordination and involvement in community projects.

Team leaders also attend graduate classes to fulfill their degree requirements. As originally planned team leaders were to change sites the second year along with their interns. This has been revised to have team leaders stay on at their sites in order to benefit from the already established rapport with the staff and familiarity with the institution.

The Community Coordinators for the correctional schools is Mr. William Kennedy. He provides the liason the corpsmen need with the institution. Both Dr. Pearl and Dr. Polk, principal investigators for the project, have been appointed instructors. Other faculty are drawn upon as needed to instruct in-service courses on-site as well as at Eugene.

Student Identification and Responsibilities

There are currently twenty-nine interns involved in the Teacher Corps Project. The breakdown by minority groups is as follows: 10 Blacks, 9 Chicanos, 1 Japanese American, 1 Native American and eight Caucasians from lower socio-economic backgrounds. Interns and team leaders were recruited primarily from various University of Oregon Programs run especially for disadvantaged youth, from new careerists in Portland, from Project Newgate Graduates and from Community College teacher aide training programs. The group selected was to favor populations hitherto under-represented in the teaching professions. Three of the interns have delinquent backgrounds or are ex-convicts. The project has worked out a procedure with the certification board of Oregon to certify these people at the completion of the program. One of the interns has already graduated and been certified because he had additional credits at the program's inception. This will hopefully set a precedent and have positive ramifications for future certification of other individuals who have been involved in delinquent behavior.

The interns, through the Re-Entry Program, are being presented with skills, processes, and strategies deemed necessary to reach the other important student population of this element--the locked-out, delinquent who is returning from a confinement institution to the community. Personnel at McLaren and Hillcrest work closely with the interns, team leaders, school administration, and community groups to design experiences to fit these youth.

Major Activities Within Element

The University of Oregon Teacher Corps Correction Project operates to train secondary teachers through the Department of Curriculum and Instruction at the University of Oregon. All of the elements activities, however, are located at the field sites with the exception of the University summer sessions. In recognizing the causal relationship existing between schools and delinquency, the element director, Dr. Stan Cohen, emphasized the need for change when he said, "A major problem is to deal with attempting to break into a crystalized, traditionalized approach to education on the part of schools and the kind of educational training as specified by training institutions." The major objective of the element is the development and implementation of needed changes in the educational system. Under this broad objective are subsumed the following specific goals:

1) developing and implementing system changes that would greatly reduce or eliminate those conditions in current school systems that contribute to delinquency. The project proposal states: "The school, as currently constituted, generates delinquency because of its structure: lack of respect for pluralism, denial of power to certain populations to influence program and policy, irrelevance of curriculum, denial of feelings of belonging, usefulness and competence to many students, and institutional influences which reinforce poverty and racism."
2) developing a "new breed" teacher who would be capable of dealing effectively with locked-out, delinquency-prone youth.
3) detecting and training teachers from populations currently under represented in public schools.
4) developing and implementing changes in the professional preparation and training of teachers. The following is a partial list of improvements being implemented in the pre-service preparation of teachers:

    a) a recruitment process which attracts into teaching persons who have established the ability to influence alienated populations

b) a comprehensive integration of field study and theory
c) a continuous screening of training activities for the intrusion of race, class, ethnic and sexual biases
d) an incorporation of skilled practitioners and community-based leaders into the training process, and
e) placing the school of education student into responsible teaching assignments with delinquent and delinquent prone youth early in their educational career and providing them continuous support so they learn to succeed.

Interns receive two kinds of assignments. Each intern spends one academic year in either Jefferson or Adam High School in Portland. These schools have a high incidence of social problems. Each intern will also spend an academic year in a correctional institution in Salem (Hillcrest) or Woodburn (MacLaren). These field sites have been chosen because of their acknowledged problems and because of the willingness of the involved administrative officials to participate in experimental personnel training programs designed to solve the problems. More importantly, however, these public school/correctional institution settings expose interns to first hand "real life" demonstrations of the school/juvenile delinquency relationships that form one of the fundamental theoretical underpinnings of the element.

The program is broken down into several time and activity sections. The following chart will help illustrate this breakdown:

PRE-SERVICE - six weeks first summer - 15 credits
IN-SERVICE - first year on site in schools (50-60% of time), community projects, course work
- second summer - courses in major field at Eugene plus some Teacher Corps courses
- second year - interns switch sites institution school public school
TERMINAL - summer for only those who need additional course work

The Pre-Service Phase: This phase is designed so that the organizational structure will facilitate the attainment of program goals. The goals of this phase are to:

1) orient the intern to the philosophy of the program
2) familiarize them with the structure and peculiarities of the field situation
3) generate a team approach to teaching and learning and a spirit of cohesion
4) develop short term experiences with target population youth and parents for determining propensities and problems of working with such populations
5) develop a beginning understanding among the interns of the dynamics of alienation and delinquency with a particular

emphasis on the influence of race and economic factors, and

6) develop an individualized two year program so that each intern will be able to complete requirements for degree and certification while following a course of study most compatible with his talents and aspirations.

The first three days of this six week summer session are set aside for intern orientation. Team leaders, under the guidance of the academic advisor, review the intern's transcript with the intern and together they develop an academic program that is consistent with university requirements and the intern's interests. This academic program will not be considered final, but participants are encouraged not to deviate from the program unless they consult the academic advisor. The pre-service training will consist of fifteen units of academic credit, which are received through the core experience. This core approach is predicated on the assumption that prospective teachers and teacher trainers readily acquire teaching skill once they have a theoretical framework for the analysis of phenonemon.

The sixth week of the program consists of a workshop in which interns, group leaders, University of Oregon Staff, correctional and public school staff meet together and plan for the fall. The first two days interns are oriented to institutional policies, tours are arranged, the principals of the 4 schools discuss their schools various practices and correctional personnel discuss policies that govern relationships between residents and staff. Community responsibility is discussed on the third day of the workshop. Representatives from community groups and agencies describe their programs. Emphasis is given to the treatment of the delinquent by police, local detention homes, and parole and probation officers. The remaining days involve discussions of innovations and change in corrections and education.

The In-service Phase: this phase consists of programs brought by University-based staff to the Corps members in the field and the training and education offered to them during the two summers they are based at the University. The responsibility for developing in-service programs for interns falls to the School of Education's division of curriculum and instruction. The in-service training will deal with the phases of teacher development. The courses, seminars and practicums will serve to:

1) improve the teacher's ability to establish relationships with hard to reach youth,
2) develop more exciting ways to present subject material, and
3) perceive the world from the vantage point of the alienated student.

As potential educational leaders, interns are expected to generate instructional units which stress relevant curriculum.

They will tie their offerings to pressures generating from the world of work, the competencies required for democratic citizenship, a defensible notion of culture carrying competence which is transferable to out-of-school activities, and the ability required of students in order to live with themselves and others. These themes require in-depth probing into problems of population growth, racism, poverty, pollution, drug abuse, and other matters often termed controversial. This aspect of the training for change agent at the level of the classroom teacher is vital to the element.

The field experience is development in terms of the intern's increasing competence. Interns' initial involvement with students is usually one-to-one tutoring. By midyear as junior members of a teaching team, they are expected to perform activities such as group discussions and presentations. Towards the end of the first year's program, interns serve as senior members of teaching teams. They can develop total educational programs and assign staff to supportive activities. The second year they begin at a new site as senior team members with the advantage of their first experience and the past summer's session of field concentrated courses. During this summer session team leaders are involved in a seminar to refine and define tactics and strategies of teaching.

The intern works as a member of his corps team as well as within a unit comprising school, community and institutional staff. In all the field settings the corps members live in the community. Their work with various youth, parent and community groups, as assigned during the end of the pre-service practicum, is viewed as a regular part of their individual and team responsibility. They receive supervision and University practicum credits for this activity.

Team meetings occur frequently throughout the school year and continue once a week during the summer months. The final summer is an option for students to obtain any extra credits they need for graduation.

The evaluation process varies slightly from site to site. At Jefferson High, interns were keeping journals and team leaders were evaluating them bi-weekly. The latest decision provided for monthly self-evaluations by interns as well as by team leaders and supervising teachers or other members of the team. The Management System Component required by Teacher Corps is not operational at this point. However, as it is developed, data regarding interns, their functioning, and overall element operation will be available.

The transitional Re-Entry Program is a key aspect of this element. The purpose of Re-Entry is to provide educative and supportive services for those returning students from Hillcrest School for Girls and MacLaren School for Boys. In addition, services are to be provided to those students at the urban sites who are trouble prone and/or pre-delinquent. Combined, continuous efforts to coordinate services within the school and the community are the focus of the program.

CURRENT OPERATIONAL PROBLEMS AND ISSUES

Dr. Cohen spoke of the major challenge as the attempt to break into the traditionalized approach to education. He feels the institutions must recognize the needs and existence of 'locked-out' youth and their distrust of the school system. These differences in attitude are viable and must be dealt with in positive and inclusive kinds of experiences. A similar problem can be identified among the interns. Many of them have felt run over by the educational system and are skeptical at the idea of going into the system and trying to make significant changes. There are many personal problems experienced by the corps members in adjusting to their situations. This is tied to the fact that they haven't previously experienced much academic success. The key word in this problem is frustration but the team approach has been extremely supportive of individuals in working through hard experiences.

Another problem last year was that the interns didn't have sufficient background in their major fields and were somewhat unprepared to teach specific subject areas. The concentrated sessions in their majors this summer will help alleviate this situation next year.

As previously mentioned, the Teacher Corps Correction Project has had some difficulty with department majors at the University of Oregon in coordinating courses and providing offerings in the field. The University Teacher Education Committee is making efforts to reach some co-operative level of involvement so interns can meet some of their major requirements at the field sites.

Although the program has had and continues to have problems, surmounting these difficulties has enabled the corps member to work more closely together to reach people. At Jefferson High, the team leader, Edie Harrison feels the interns were accepted because they were gradually eased into the setting. She recognized that at some of the other sites when the interns came on too strongly they were ineffective because of anti-reactions from staff members. She felt a number of staff people at Jefferson and particularly the Principal were very supportive, and accepted this as a reasonable approach for change. Dr. Cohen felt the administrators at all four sites have been very co-operative and interested.

IMPACT AND EVALUATION

The College of Education is willing to begin evaluating the teacher training component for its applicability/transferability to non-Teacher Corps secondary school preparation. They have endorsed the operations of this field-based program and provided courses with which Teacher Corps can develop their ideas.

Growing out of the in-service courses have been recommendations for curriculum changes. At each site, the Teacher Corps team engaged in exploratory experimentation demonstrating those changes:

Adams High School - basic skills;
Jefferson High School - "school within a school";
McLaren School for Boys - social responsibilities group;
Hillcrest School for Girls - free school

Both the Portland Public Schools and the recently created Oregon Field Services Division, which includes Juvenile Corrections, have demonstrated their readiness to utilize the Teacher Corps program to implement needed changes. The relationship between school systems and delinquency has been more clearly developed through the participation of L.E.A. - Law Enforcement Assistance Aid and correctional personnel in all of the field-based education offerings in the training component. As a result, recommendations have been made by Teacher Corps, and agency participants to develop uniform systems linking correctional and school programs. Developing out of this is the Re-Entry Project focusing specifically on co-ordinating the educational, community, and family services of delinquent youth released from institutions to the community.

Another consequence of the in-service training has been the recognition that closer relationships between delinquents and their parents and/or guardians appear to be associated with a more successful school and community adjustment. Therefore, a community based program designed to provide counseling for delinquent youth and/or their families has been developed.

In terms of systematic collection of data and evaluation of the program partial funds were received to begin some comparative studies, but these efforts are still in the planning stage. Dr. Cohen stated: "The business of focusing on performance based criteria in terms of developing competence of teachers is something that is intimately tied with our program--in the focal sense our program is making a first attempt at any kind of teacher training program in Oregon to develop competency based components to evaluate in a sense whether a teacher is able to be competent in, for example, the area of developing curriculum ... we are developing some of those kinds of components...Dave Marsh is working with Wayne Dotts on that area."

The present interns represent students who have been greatly unrepresented in traditional teacher training programs. It is difficult to compare them with non-Teacher Corps trainees. A different combination of variables and attributes are being identified for the Teacher Corps interns according to the Project director.

FUTURE PROJECTIONS FOR ELEMENT

This September the Teacher Corps Project is planning to begin implementing the Re-Entry Program. This is a systematic means by which students who are released from McLaren or Hillcrest and will be going to Adams or Jefferson become part of a program that is co-ordinated to move them in a transitional sequence away from the cycle of returning to delinquency. Teacher Corps is providing the training plus the active participation of all the involved parties. This includes: interns - who will gain experience in program planning and working with these youngsters; team leaders who will be responsible for co-ordinating the re-entry centers at the 2 sites; students who are part of the program; high school students; teachers from MacLaren/Hillcrest/Adams/Jefferson; community participants, particularly the Model Cities Educational Committee. A more detailed explanation is offered in Appendix B.

During this past spring Teacher Corps had a seminar entitled "The Re-entry Program for Kids Being Released" with active participation from Hillcrest and MacLaren students. These students helped to develop the program. Hopefully this next year there will be several workshops continuing the discussions.

SUMMARY AND INTERPRETATIONS

The Teacher Corps Corrections Project at the University of Oregon is primarily a field-based program designed to train a "new breed" of teachers through a competency based, team oriented approach. The emphasis in the program is toward the development and implementation of systematic changes that would decrease or eliminate conditions in school systems that currently contribute to delinquency. The interns were selected to represent minority groups presently under-represented in the teaching profession.

The team approach fosters the growth of self-understanding and inter-personal relationships. The team leaders and interns plan the individualized, self-paced programs (for the interns) with the guidance of an academic advisor. The program is moving into the second year-long phase at Adams and Jefferson High Schools and MacLaren and Hillcrest Correctional Schools.

The Re-Entry Program will be implemented this fall to assist students in making the transition from the state institutions for delinquent youth back into the urban high schools of Jefferson and Adams.

APPENDIX A

University of Oregon
Teacher Corps Corrections
Seventh Cycle Concept Paper

Readiness and Established Relationships

Both the Portland Public Schools and the recently created Oregon Child Services Division, which includes Juvenile Corrections, have demonstrated their readiness to utilize the Teacher Corps program to implement needed changes. There now seems to be a clearer understanding of the relationship between schools and delinquent behavior, a genuine concern for systematically re-integrating adjudicated youth into the community, and a willingness to experiment in curriculum reform through our Teacher Corps program.

The relationship between school systems and delinquency has been more clearly developed through the participation of L.E.A. and correctional personnel in all of our field-based education offered in our training component. As a result, recommendations have been made by Teacher Corps and agency participants, to develop reform systems linking correctional and school programs. Consequently we have developed a re-entry project focusing specifically on coordinating the educational, community, and family services of delinquent youth released from correctional institutions to the community.

Another consequence of the in-service training has been the recognition that closer relationships between delinquents and their parents and/or guardians appear to be associated with a more successful school and community adjustment. Therefore, a program designed to provide counseling for delinquent youth and/or their families has been developed that is community based. These two components are amendments and are presented in Appendix A.

Also, growing out of the in-service courses have been recommendations for curriculum changes. At each site, the Teacher Corps team engaged in exploratory experimentation demonstration of those changes: Adams High School -- basic skills; Jefferson High School -- school within a school; MacLaren School for Boys -- social responsibilities group; Hillcrest School for Girls -- free school.

The College of Education has indicated its readiness to evaluate our teacher training component for its applicability to non-Teacher Corps secondary school preparation. They have provided courses to us so that we might develop our concept of secondary teacher training. They have endorsed our program of field-based teacher training preparation, which in essence, takes the University into the community (ies) where future teachers work directly with students. They have contributed release time for the Coordinator of Secondary School Education, Dr. Keith Acheson, to work with the project in the context of our competency-based component.

Following the completion of our Fifth Cycle program, we have been assured that the secondary school training program will be looking forward to utilizing whatever meaningful and viable training activities have been forthcoming from our current effort.

The preparation of Teacher Corps interns in secondary education, specifically in subject matter areas, requires the coordination and cooperation of all departments across campus. Efforts have been undertaken through the Teacher Education Committee to coordinate consideration of innovation in preparing secondary teachers in their various disciplines. Inroads have been made and we will continue to build upon these efforts.

Educational Philosophy

The following is the philosophy which underlies this concept paper. Alienated and delinquent youth can be perceived as people who fail to fit in an otherwise healthy educational system, or deviant and delinquent youth can be viewed as symptoms of a faulty system. The latter orientation stimulates the development of this concept paper.

This Teacher Corps training program recognizes the causal relationships between schools and delinquency. This program sssumes the necessity for schools, correctional institutions, and related community agencies to integrate their resources to change the varied locking out mechanisms that contribute to delinquency and retard rehabilitation of anti-social youth.

The program emphasizes the importance of curricular and system changes in the school, correctional institutions, and the University, and will employ a number of devices by which present patterns of training may be altered.

Basic Assumptions

In this concept paper the school is viewed as a major contributor to delinquency. As currently constituted, school systems generate delinquency resulting in: a lack of respect for pluralism; a denial of power to certain populations to influence program and policy; an irrelevance of curriculum; a denial to students' feelings of competence, belonging, and usefulness; and institutional influences which reinforce poverty and racism. All these contribute to the anti-social and asocial behavior of youth. This program is not intended to be a total change agent in the institutions being dealt with, however, it is suggested that this program will provide a beachhead upon which correctional and educational institution change can be built.

Necessary, but not sufficient to quality education, is the continued recruitment into teaching and development of a new breed of teachers. Such teachers must be drawn from populations now almost completely unrepresented in educational leadership. Teachers must negotiate a different kind of relationship with "hard to reach" youngsters than is traditionally the case. The teacher must be knowledable about matters where he had heretofor been naive. He must be aware of drug usage, disadvantaged life styles, and the forces which drive certain youngsters to anomic existences. It is the intent of the intern program to generate these competencies in the intern teachers.

A further assumption of this program is that the growing emphasis on community based programs in the field of corrections must be reflected in the programs which train teachers to work within correctional settings. The importance of community focused programs was underscored in the report of the President's Crime Commission and the Joint Commission on Manpower Training and Development, and has found its way into such legislation as the Juvenile Delinquency Act of 1968. A program of corrections teacher training which would not provide some place for exposure to community experiences, both in course and field work, would be out of step, if not regressive.

One final assumption is that the training program should be offered at the advanced undergraduate level. By admitting candidates at the end of their second undergraduate year, this program can recruit at least some of its interns from existing University programs designed to bring disadvantaged students to the Eugene campus. These programs have been in operation from three to five years and can provide one major source of interns. By focusing the program at this level, it also maximizes the possibility of recruitment among existing correctional personnel, since few employees in such roles as correctional officers have completed college, while significant proportions have at least some college training.

Budget and Time Table for Continuity

This Seventh Cycle concept paper will follow the suggested budget guidelines set forth by Teacher Corps. As we go into our second year of our Fifth Cycle program, we have been able to get partial support for our re-entry project through an H.E.W.-S.R.S. training grant, we have also applied for a supplemental grant for the re-entry project through the Law Enforcement Assistance Aid program (L.E.A.A.). In addition, we have developed a voluntary component, which has been augmented by an in-kind contribution from the Department of Family Services of Multnomah County. We also have had contact with the Model Cities Educational Committee, and they have indicated an interest in partially supporting the re-entry and community volunteer component beginning in 1972. We anticipate negotiating for support with these agencies for our Seventh Cycle in addition to the increased local support from the University, Portland School District, and the Child Services Division. The Seventh Cycle budget will be based on Teacher Corps Guidelines that indicate 80% Teacher Corps funding. The remaining 20% will be contributed by local agencies involved in our program. It is anticipated, however, that funding is feasible from the previously mentioned sources and if this is the case the Teacher Corps contribution will be decreased accordingly.

We anticipate that, with the exception of corps member support, all of our Teacher Corps activities as they relate to corrections and delinquency prevention will be seriously considered for cooperative funding by L.E.A.A., Model Cities, and H.E.W.-S.R.S.

Figure I illustrates the manner by which we anticipate funding a Seventh Cycle program. It is a contingency table that illustrates, for example, that in requesting a re-entry coordinator position there are several means by which the position could be budgeted. If partial funding support is obtained from L.E.A.A., H.E.W.-S.R.S., Model Cities, funding from Teacher Corps would not be requested for the position. The same holds true for travel expenses and other line items.

FIGURE I

	Teacher Corps	Public Schools	Correc-tions Div.	Univer-sity	L.E.A.A.	H.E.W. S.R.S.	Model Cities	Misc lane
Direct Costs								
1. Administrative Director	80%			20%				
Assistant Director	80%			20%				
Re-entry Coordinator	25%				15%*	85%*		
Coordinator Corrections	80%		20%					
School Coordinator	80%	20%						
Research Evaluator					100%*			
Community Volunteer Coordinator					10%*		75%*	15
2. Secretarial, clerical Financial & Office Administrator	75%	12½%	12½%					
Secretary, clerk (field)						100%*		
Secretary, Clerk (Univ.)	80%			20%				
3. Instruction	70%*			20%	10%			
.								
.								
.								
6. Travel	60%	10%	10%	20%	30%*	20%*		

*Contributions contingent upon successful negotiations.

Long Range Objectives for Institutional Change

Our long range objectives for institutional change focus on both the school systems within the community and the University's delivery of training for teachers. Teachers must be capable of implementing change in school systems and be able to deal with contemporary and future problems in education. Our long range objectives are as follows:

1. Development of a "performance-based," field centered teacher training program than eventually will supplant or be used along with current teacher training programs.
2. Preparation of a "new breed" of teacher, competent to deal with increasing numbers of alienated youth attending public high schools.
3. Development of an in-service training base for practicing teachers in order that they become competent in dealing with delinquent prone and alienated youth.
4. Development of a sustaining system by which the public schools and the University will continually and actively recruit underrepresented populations into careers associated with education.
5. Reduce delinquency by modification of existing institutional structures and practices that contribute to the alienating and "locking out" processes in education.
6. Development of a public school wide re-entry program that effectively integrates delinquent youth who will be returning to community school programs from juvenile correctional and detention institutions.
7. Develop, implement, and evaluate an innovative secondary school curriculum using correctional educational facilities as an experimental base, transferable to public educational systems generally.

The Teacher Corps program enables us to bring together a core of people professing a theory of education not yet operationalized and makes available time and resources to develop the necessary operational model to carry the long range objectives.

Through our present program, models have been tentatively described and opportunities for implementation are being made available at the College of Education, correctional facilities, and the Portland School District. Our first in-service Fifth Cycle year has been used primarily to articulate our long range institutional change objectives. The second in-service year will be used to implement, on a pilot basis, several of our objectives, primarily the "performance-based," field centered teacher training component, the in-service training base for practicing teachers, and the re-entry program that deals with integrating institutionalized youth into community school programs. Following completion of our second in-service year developments will be reviewed for possible inclusion in aspects of the University teacher training program and the in-service training for participating teachers. The Portland School system is expected to adopt an expanded version of our re-entry program that will include schools other than Jefferson and Adams High Schools if the program is effective.

A Seventh Cycle program will enable us to reinforce and build on the progress that has been made during our Fifth Cycle. The possibility of these changes becoming permanent in the Portland School District and the Oregon juvenile correctional facilities is a distinct reality.

Specific Project Objectives

In order to accomplish the above long range objectives our Fifth Cycle and Seventh Cycle projects provide a necessary base.

Objectives to be accomplished during Cycle Seven follow:

1. Field-based, competency based education.
    a. completed instruction modules for teacher attributes
    b. develop competency base modules for re-entry program

   c. develop compenency basd modules for use in the volunteer component
   d. incorporate competency based modules into secondary teacher training at the College of Education.

2. Implement and expand the re-entry program to deal with delinquent youth.
3. Continue to systematically encourage and recruit underrepresented populations into Teacher Corps programs.
   a. develop formal channels of communication among minority and disadvantaged programs in colleges and universities in Oregon.
   b. develop channels of communication with community groups representing specific ethnic groups.
4. Develop in-service training models consonant with training programs developed in the Teacher Corps program.
5. Develop and implement a pilot secondary school program combining the theoretical underpinning of our program with extensive use of performance based curriculum at Hillcrest School and/or MacLaren School
6. Evaluate the extent to which delinquency is reduced by assessing the effectiveness of our re-entry and volunteer component.
7. Introduce into educational careers a growing number of teachers competent to deal with problems associated with alienated youth.

The re-entry program, because of its centrality to our program, provides an example of the means of measuring our objective. The evaluation design of this program will contrast the post-confinement adjustments of delinquent youth who are involved in the program (the experimental group) with a comparable group of youngsters who do not participate in the program (control group). The two groups will be compared on a number of differential adjustment aspects. The most important variable, however, is recidivism and we will compare the recidivism of our project participants to those who are not involved. We would hypothesize that significantly fewer of the "experimental" group would be returned to either Hillcrest or MacLaren than would be the control group participants.

School performance, work history, and involvement with the law are the primary variables with which we would be concerned. The subjects for this analysis would be approximately 50 Hillcrest and MadLaren students who will be attending Jefferson and Adams High Schools in Portland. Of course, when comparing the groups, we would control for age, race/ethnicity, grade-level and delinquency patterns and history.

This type of evaluation is not only feasible, but also will contribute to needed knowledge regarding the extent to which current transitional programs for delinquent youth are effective. It also enables us to compare other projects with our effort, since its characteristics are sufficiently distinct from other juvenile re-entry programs in Oregon. Specifically, our project deals with only those Portland schools (Jefferson and Adams) involved in the Teacher Corps program. It also includes both boys and girls who are involved at MacLaren and Hillcrest School for Girls.

We are hopeful that the opportunity to assess our program, along with others focusing on re-entry systems, will be possible. In particular, Mr. John Galvin, Director of Children's Services Division, Department of Oregon Human Resources, has indicated his interest in comparing our project with a similar effort developed by the MacLaren School for Boys and Juvenile Parole Services -- Parent Institution Community Treatment Unit Rehabilitation Effort (PICTURE). Supplemental research funds will be requested for this phase of research if both projects are funded.

Mr. Robert Jarvill, Vice Principal of the high school at Hillcrest School for Girls, will evaluate the re-entry program for his Doctoral dissertation to be completed at the University of Oregon. He will be supervised by Dr. Stanley Cohen, Teacher Corps Project Director, and by two Evaluation Consultants, Drs. Kenneth Polk and Arthur Pearl. A Research Analyst I, .5 FTE, will assist in gathering, compiling, and analyzing the data.

Program Development and Operation

The Seventh Cycle program will include four teams located at our Fifth Cycle sites -- Adams and Jefferson High Schools in Portland, MacLaren School for Boys, and Hillcrest School for Girls. We anticipate expanding our teams to eight interns each. Any modifications of this plan are contingent upon subsequent negotiations with the participating agencies.

The interns, again, are expected to receive experiential education in a correctional facility and a public high school. The intervening summers will be spent on the University of Oregon campus where interns pursue their major course requirements.

Our Seventh Cycle program will focus on instituting change in four areas: the public schools, the University of Oregon College of Education teacher training program, the Child Services Division, and the community that Jefferson and Adams High Schools serve. There are two focal points in our Seventh Cycle program that will be used as a vehicle for instituting changes at the various levels described.

The first is the re-entry project and the second is a volunteer component of counseling and training service that is community based. The re-entry program has been developed to provide a system by which educational, community and family services are coordinated with a specific goal of assisting delinquent prone and delinquent youth to be more successfully reintegrated into the community than is presently the case. Each of our Teacher Corps school sites includes a re-entry center that provides educational and community liason services. These re-entry centers are under the firection of the team leader and include participation by interns, site school personnel, counselors, community agents, and students. The program focuses onproviding the student a base of information with which to negotiate his environment. In addition, the program provides the community schools with information regarding the student's interests and desires so that when he is released from a correctional institution or any other kind of detention center he will be able to be integrated into the school quickly and more positively than is now the case. The Seventh Cycle re-entry program will be an extension and expansion of our Fifth Cycle second in-service pilot project. This pilot project is to be evaluated for its efficacy and future applicability to any public high school that attempts to deal with pre-delinquent, delinquent prone and delinquent youth. More extensive information in regard to this re-entry program is available in Appendix A.

The voluntary program is a community based activity that has essentially three components: 1. the development of a baby-sitting-day care service that will provide opportunities for parents of delinquent prone and delinquent youth to visit their children who are incarcerated in juvenile correctional facilities as well as become involved in the re-entry project and the school activities; 2. the development of a marriage and family counseling service for the parents and/or guardians of delinquent prone or delinquent youth; 3. provide a training activity for the development of community based para-professional marriage and family counselors. Although the program includes the active participation of Teacher Corps interns, school personnel, the major focus is developing a program for the community.

Training moduels have been developed for the re-entry program and will be developed for the community based volunteer component. These activities are a part of our teacher training program and are expected to be incorporated in the University curriculum, the in-service public school program, and the correctional in-service program. Additionally, the training component will provide a community based education program for the constituents of the community served by Adams and Jefferson High Schools in Portland.

The following is an outline of our implementation plans for a three year period. Our first year in the Seventh Cycle program has four components. They include a pre-pre-service consortium of Teacher Corps Corrections programs, a pre-service program, an in-service program, and an intervening summer program.

The pre-service consortium includes the participation of Teacher Corps Corrections programs on the West Coast. Also included in this consortium would be a representative of the Teacher Corps Washington office. The primary purpose of this pre-pre-service program is to bring together those program personnel who have been involved, or are involved, in a correctional program so that the strengths and developments of each program can be exchanged. Such a program will be of benefit to the training and community based components of each of the programs.

During the first year in-service program, the re-entry and community based volunteer component will be implemented immediately. These programs will be a refined version of our pilot efforts which began in the second in-service year of our present program. It is anticipated that after the first in-service year competency based training components focusing on delinquency prevention, community service organization, and coordination of correctional and school systems will be made available during the pre-service and in-service periods of our first year. During the summer, a module that reviews, analyzes and refines the re-entry and volunteer component will be completed, while the students are taking their major course work on the University campus. This competency based module will also become a part of the summer school curriculum offered by the College of Education for practicing teachers who will be taking courses during the summer. These modules will include the active participation of all of the re-entry program personnel.

During the Seventh Cycle second in-service year, it is anticipated that competency based modules will be completed for the competencies we desire teachers to have. During this time we will begin to develop competency based modules for the participants in our re-entry program.

With regard to the re-entry program, we expect to expand the program to include involvement withstudents who have been detained in the short term juvenile detention facility in Portland, as well as to begin working with pre-delinquent Adams and Jefferson High School students who have not been adjudicated. A third aspect of the re-entry program, during the second in-service year, is to begin to have our re-entry participants, including interns, site school teachers and community members to go to other high schools to explain our program and its operation.

It is anticipated that towards the end of the first year and during the second in-service year a description and analysis of the program will be available in written form for dissemination to other public schools, correctional agencies, and other law enforcement facilities throughout the state. We project that in the third year the re-entry program will be generalizable and will be implemented in other public schools, endorsed by the State Board of Education, and will be utilized by teacher education programs that prepare secondary school teachers, and University based delinquency prevention programs.

The community volunteer component is projected along similar lines as the re-entry program. Operationally it will develop and expand in the first, second and third year much in the same way as the re-entry program.

Proposed Staff

We anticipate that the director, assistant director, program development specialist, and re-entry coordinator will be recruited from the present Fifth Cycle staff, all of whom have performed exceptionally well. All of the personnel involved in the administration of this program will have faculty rank. In addition to the projected Teacher Corps administrative staff for the Seventh Cycle, we anticipate that there will be broad, active involvement from representatives of the College of Education, the secondary school training program, and Department of Sociology. The school district and corrections personnel who will be involved in our program include Charles Clements, Coordinator of Inter-agency Programs, Portland School District, and William F. Kennedy, Coordinator for Inter-group Programs for the Division of Corrections. Mr. Kennedy has been involved in the Fifth Cycle program and has indicated his interest in continuing and Mr. Clements had indirectly been involved with our program and has been assigned temporarily by superintendeny Robert Blanchard to be involved in our project.

Participation and Planning

A consortium of individuals from the University, the Portland School District, the Child Services of the State of Oregon, the Model Cities Educational Committee, the local community, and Teacher Corps interns, and students from the four present sites have been involved in the preparation of this concept paper and will be actively involved in the development of the Seventh Cycle proposal. In particular, those who have been involved include Arthur Pearl, Kenneth Polk, Clarence W. Schminke, Norbert Maertens, Stanley Cohen, Wayne Dotts and Darrell Millner. From the Portland School District, Charles Clemens, Roger Tunes, and Larry Aires have been involved in the development of this proposal. William F. Kennedy, Joe Thimm, Robert Harris and Charles Pfeiffer have been involved in this concept paper representing the Child Services Division. Joe Schlem, Colette Taylor, JoAnne Fare, Don Madrow, all from MacLaren and Hillcrest also participated in this proposal. Lastly, Mrs. Pat Oleson and Mr. LeRoy Patton from the Model Cities Educational Committee have been involved in the preparation of this concept paper.

APPENDIX B

PROPOSAL OUTLINE FOR TRANSITIONAL RE-ENTRY PROGRAM

(1) PURPOSE - To provide educative and supportive services for those returning students from Hillcrest School for Girls and MacLaren School for Boys. In addition, services are to be provided to those students at our urban sites (Jefferson & Adams), who are trouble prone and/or pre-delinquent. A combined effort to coordinate services within the school and community will be the focus of the program.

We are fully aware of the importance of education in the lives of young people and that many of the students considered for involvement in our program have had poor achievement in school with the attendant problem of poor social adjustment (as defined by the schools). We see the need for a stronger emphasis on developing "coping skills" that will allow students within the targer population to have a more sucessful relationship with educational institutions.

Therefore, we assume that students selected for proposed project may be stimulated motivational if they are offered realistic alternatives. By developing and expanding upon the "beach heads", already in existence at our various sites natural bridges for intensive involvement with the student target population can be achieved. We can, for example, help students prepare for entry into skilled vocations , and advanced study beyond high school by implementing a program that offsets the faculty motivation and counseling that has in some cases, marked the young people with poor self concepts resulting in a lack feeling "belonging, usefulness and worth". By introducing these youth to a greater range of occupations from which to choose might be one approach. The implementation of strategies and planning for greater retention of students within the educational setting will, we hope, prevent many students from further delinquent acts that result in return to the corrections setting. Please bear in mind that this proposal is in need of your ideas for successful implementation.

Be prepared to share your thoughts and feelings regarding this proposal so that all possible inputs can be utilized. In effect, we will be fulfilling our stated goals outlined in the original Teacher Corps proposal. We have been challenged to bring about systemic changes to facilitate the stated goals of our project and it is consensus of the administrative stdff that we have "turned the corner" based on the hard work of team leaders and interns at the four sites. With this in mind, lets amplify and orchestrate a viable program for those students who will choose to participate in our proposed effort to improve and refine existing services for the benefit of those students we will serve.

(2) PROPOSED STUDENT SERVICES - (This is applicable to all four sites)

A. Tutorial - one to one - small groups
B. Assisting teachers to understand student problems and be an advocate if necessary.
C. Assist in the referral of students to special programs within and outside the school that are relevant to the student.
D. After analysis, assist in the development of alternative programs.
E. Curriculum development - example - mini course offerings for areas of interest not offered by the school
F. Be available to the student and assist him to better use existing services.

(3) WORK WITH FAMILY - ESTABLISH A PARENT-STUDENT ADVISORY COMMITTEE

Some of the functions a local Advisory Committee could perform

A. Supply information concerning views of parents and students about unmet needs in the project and assist in establishment of priorities.
B. Participate in development of proposals particularly adapted to bridging the gap between student needs and school curriculum.
C. Act as a hearing committee for suggestions to improve the program offerings.
D. Participate in appraisals of program
E. Develop a possible Group Process whereby families and students could resolve family and other relationship conflicts.

(4) GENERAL OUTLINE FOR STUDENT INVOLVEMENT

A. All participating schools to be made aware of proposed program objectives enlisting their support in the effort.
B. A referral process to be developed for those students indicating a willingness to participate - Identification of students returning to urban sites.
C. Teacher Corps would have the right to reject or except referred students
D. Establishment of a "Pre-Release orientation program" prior to parole for those students in correctional settings.
E. Procedure for the exchange of information regarding returning students.
F. Find out what the student wants from an educative stand point.
G. If student accepts program planning for returning-student begins. (This will have to be refined.)

(5) ADMINISTRATIVE PROCESS

A. Notification to Child Services (yet to be negotiated)
B. Establish a viable and raalistic communication procedure between correctional institution and urban school sites.
C. Approval from administrations at our four sties (completed)
D. Liason and cooperation with community (we received the endorsement of the Model Cities Education Working Committee on 3/11/71.) (Letter from Committee is attached.)

(6) SUMMER WORKSHOP COMPONENT (Suggested)

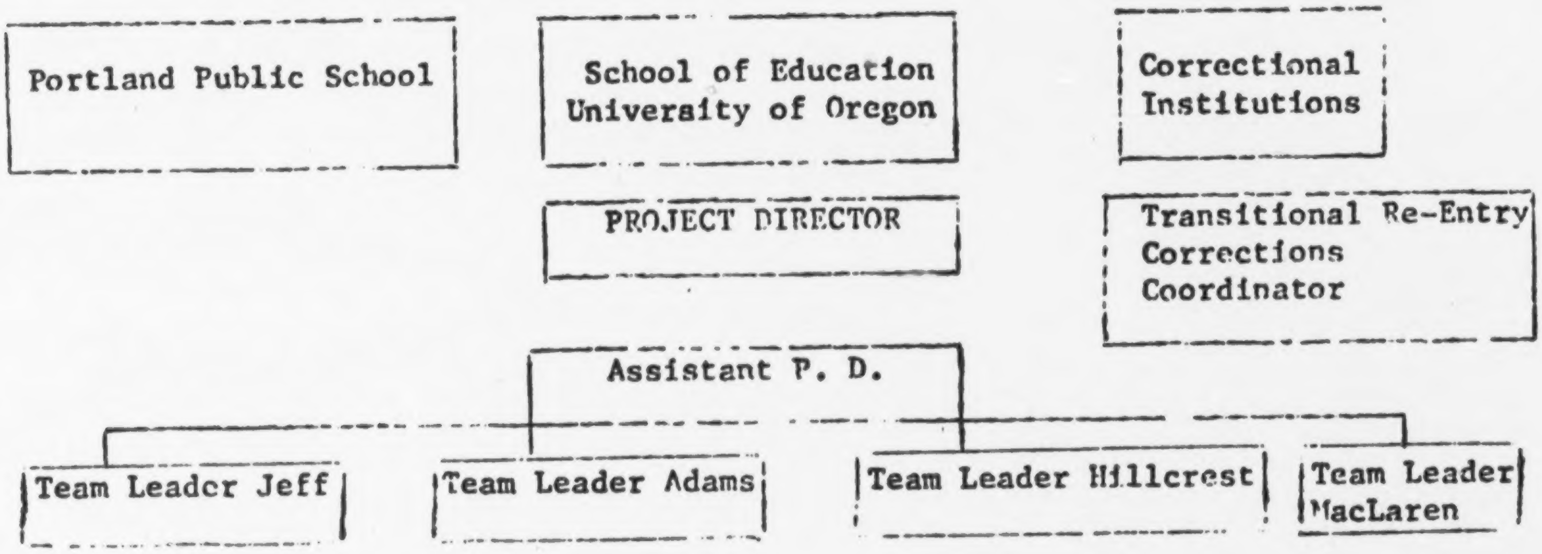
EXAMPLES A. "Community Resources" understanding and use of.
B. "Re-Entry Adjustment Problems faced by returning students from Correctional Institutions".
C. "Confidentiality" use of information about students from correctional settings. This would give interns and team leaders an understanding of what our staff "can and "can not" do in terms of providing services for students.
D. "How to coordinate services with parole counselors".

During Spring term course offering will be made available to staff. Details for course content, etc., is being discussed with University faculty at the present time.

(7) RESEARCH COMPONENT - Since involvement in the program is optional, those students who express willingness to use Teacher Corps services can be comparatively measured with those students who choose not to participate - Questions to be answered:

- A. Did those students who used the program refrain from further delinquent behavior that would have resulted in trturn to the correctional institution?
- B. Did non-control group recidivate, drop from school, etc.?
- C. Research design could include pre and post testing in the area of educational ability and vocational interests and aptitudes.
- D. Develop cooperation with classroom teachers and schools possibly using a longitudinal study regarding the activities of the students.

(8) This is a preliminary presentation and it is hoped that determinations can be made with respect to size, scope and quality of proposed program. The potential for meeting the needs of the student target group is great. The refinement of procedures for the most efficient coordination of the various tasks is the challenge; are we willing, and are we ready to accept this challenge?


Portland Public School
School of Education
University of Oregon
Correctional
Institutions
PROJECT DIRECTOR
Transitional Re-Entry
Corrections
Coordinator
Assistant P. D.
Team Leader Jeff
Team Leader Adams
Team Leader Hillcrest
Team Leader
MacLaren

Chapter 5

Title: Block Program (Cooperative Teacher Education Program)

Institutions Involved: Elementary Teacher Education Program
Oregon State University
Corvallis, Oregon

Corvallis School District: Hoover, Jefferson, and Harding Elementary Schools

Contacted Individual: Dr. Ed Strowbridge; Professor of Education
Oregon State University

OVERVIEW OF THE ELEMENT

The Block Program is a cooperative venture in both planning and operation between the Corvallis Public School District and Oregon State University. The program operates on four levels involving 172 students; sophomore aide, junior tutor, senior student teacher and post student teacher (resident teacher) in an attempt to incorporate methods, theory, and practical experience for the student one term a year.

Students work closely with teachers to develop their diagnostic and instructional skills. Building principals and classroom teachers observe students and offer supervisory assistance, suggestions, and comments. They also offer aid to the eight program supervisors (college personnel) in planning the seminars. In turn, the supervisors visit their assigned school at least one morning weekly. An advisory committee comprised of O.S.U. staff, principals, and teachers has been established to facilitate communication, and assist in program development.

The element has eight basic objectives:

a) to provide a series of organized field experiences

b) to provide a sequential pattern for methodology and theory

c) to integrate field experience and professional courses in such a way to enable courses to be taught in the elementary school

d) to further evolve the concept of an instructional team in teacher education

e) to evolve sets of performance criteria for each level

f) to develop a comprehensive pattern of evaluation of both the student and the program

g) to further strengthen the relationships between this program and the student teaching protion of the regular program

h) to ultimately establish a professional program that is characterized by a multi-level curriculum which would include all levels of instructional competency.

CURRENT OPERATIONS OF THE ELEMENT

Context Within Which Element Rests

The cooperative planning, organization and implementation of an undergraduate elementary teacher education complex within Corvallis neighborhood elementary schools was the original objective for this program. The total complex was conceived of as an equal partnership endeavor in teacher education between the Corvallis School District and the Division of Elementary Education at OSU. Schools presently participating are Hoover, Jefferson, and Harding.

Several concepts serve as the basis for this program. Students can best learn techniques and theory of teaching and learning by being directly involved in teaching children. This involvement must be continuous over an extended period of time at several different levels of competency. The involvement must occur with children in regular elementary school classrooms.

A second major basis for this program lies in the premise that carefully selected classroom teachers have demonstrable competencies necessary for high level instruction in teaching techniques and skills. The teacher should mutually share responsibility for the education of future teachers with university staff members.

Four levels of preparation and competency are fully implemented within the element. The levels include the Sophomore aide, the Junior tutor, student teacher, and resident teacher at the post student teaching level. Students may enter at any of the four levels. As the program continues to develop it is expected that a large majority of students will enter as sophomores and complete all four steps within a three year period. This schedule will enable the student to return to campus for the other two terms of each year in order to complete institutional and remaining School of Education requirements.

Staff Identification and Responsibilities

One strong feature of the element is staffing. This was established and continues to be a cooperative effort involving teachers, building principals, special education teachers, teachers from the Division of Elementary Education- OSU and the central office staff of the Corvallis School District.

A majority of the classroom teachers began their participation during the 1969-70 school year. At present, all participating teachers have had at least one inservice course in instruction and supervision offered by OSU. Teachers attend classes in each of the three buildings once a week for an entire morning. The resident or student teachers assume the classroom responsibility. The primary role of the classroom teachers is to act as instructional models for the OSU students. A secondary role is to provide immediate feedback and reinforcement for the students in terms of their classroom activities. The cooperating teachers help set the direction of methods seminars through their comments, suggestions, and assistance in teaching the seminars.

Building principals have several key roles in this program. They provide an overall orientation for OSU students. This orientation includes the building, school organization, curriculum, and district policies and procedures. Perhaps the most important role is that of communicator between elementary school staff and university staff. The principals' accessibility and openness in relaying comments questions, concerns, and suggestions to all involved personnel cannot be minimized as a key factor in the success of the element to date. Principals have participated in the inservice classes, and have encouraged the university staff to actively participate in faculty meetings, classroom teaching, and professional meetings. Open visitation policies are maintained at all schools to encourage university participation.

Eight OSU staff members and three senior students chosen for their outstanding attitudes and observed competencies are primarily responsible for operating and planning this element. Six staff members are .25 FTE each and two are .50 FTE. These eleven people as well as other involved school district faculty meet once a week to plan the seminars. Since there are two methods seminars each week, the eight faculty work in teams of four. Each member is also assigned to one of the district schools as a liaison person. He or she spends a minimum of one morning a week observing and helping in the classrooms. Each staff member is also free to visit any of the other schools, and, in fact, is encouraged to do so.

An advisory coordinating committee was established this year to facilitate communication among students, teachers and college faculty. It is made up of three college staff members, three teachers, three principals, and they are hoping to include parents.

Student Identification and Responsibilities

Current enrollment in the block program is 172. Of these, 157 are females. Representation of the four different levels follows:

Sophomore Aide	33
Junior Tutor	65
Senior Student Teacher	36
Resident Teacher	38

As previously mentioned, it is expected that as the program develops students will enter as sophomores on the tutor level and complete the four stages of the program in three years. However, opportunity to participate in any level will remain open on the basis of individual capabilities.

Student selection is based partially on a first come/first served sign up list. This was caused by an overload of enthusiastic responses. A limiting of participants is necessary because of the potential load on the Corvallis classrooms. When signing up, students arrange for an initial interview, and prepare a one page summary on their reasons for desiring to participate in the field program which is submitted to the OSU staff. Students are interviewed by former or participating block program students. Since interviewing and placement takes considerable time, the sign up list begins two terms in advance. This assists students in planning their OSU schedule so the experience can be accommodated. The OSU staff makes the final decision on element participants. Selection for resident teachers is separate from the other three levels. Each resident candidate submits a written proposal of his objectives and felt needs, and the procedure by which he plans to achieve these. He must also submit a recommendation from his participating teacher, principal, and faculty advisor. The proposals are reviewed and participants selected by Dr. Strowbridge the term preceding the placement. These proposals are sent to the schools and become the resident teachers contracts. Additional activities, however, can be negotiated when the student arrives for the resident teacher program.

Major Activities Within Element

Both sophomore and junior students in the element spend one term a year in the off-campus field experience. Sophomores are in the classroom from noon to 4, four days a week, while juniors have the four hours in the morning. This coming fall (1971), juniors will spend a full day in the classroom. Presently, sophomores and juniors receive 12 hours credit for the term. Juniors will increase to 15 hours next year. The fall experience is longer than spring or winter and thus students receive 3 additional credit hours if they are Sophomore Aides or Junior Tutors at that time.

In the classroom student activities vary from making lesson plans to designing individual reading programs. Activities are based upon what the student and the cooperating teacher determine is needed and beneficial to the classroom teacher, the college student, and the elementary pupil.

Included in the 12 hours sophomores receive credit for are: Contemporary Education, School and American Life, Educational Psychology, and Seminar. The juniors methods seminar covers the four areas of Language Arts, Math, Social Studies, and Science. Juniors are required to write two or three short papers as well as keep a log of observations, reactions, diagnosis and analysis of classroom situations. These become part of the student's evaluation at the end of the term. Participating teachers write a mid-term and final evaluation of the students stressing, professional attitudes, affectiveness, sensitivity to children, promptness, etc. (See appendix) Students also have oral evaluations in groups of three with a member of the supervisory team.

Seniors who are student teaching spend a full day, 5 days a week in the classroom for 12 hour credit. They have an additional 3 hour seminar each week. Resident or post-student teachers work mornings 5 days a week for 12 credits. They occasionally have seminars, but not on a scheduled basis. The resident's classroom experience or special project can substitute for regular campus courses through special arrangement with a college instructor.

Current Operational Problems and Issues

A problem that has arisen out of the field-experience based program is the potential imbalance between actual experience and cognitive content. The difficulty becomes evident in trying to decide which field activity is appropriate and to what degree can the knowledges achieved correspond to traditional course content. In view of this, Dr. Strowbridge has been experimenting with individualized programs by arranging for students to be on contract to acquire selected cognitive content. Several students going into the junior block have requested more on campus methods courses and elimination of the field experience. They were administered a pre-test to determine their knowledge levels and interests. On the basis of these, individual contracts were drawn up and the students went into the junior block.

Conflicts in scheduling have been a minor problem for the program. Since the sophomores and juniors are each in the classroom half a day, they return to campus for regular courses in the time remaining. Often they cannot take the courses they need due to time conflicts. The education department has requested other department heads to take certain specific conflicts into account and have received cooperative results.

IMPACT AND EVALUATION

The primary impact of the element has been positive to the extent that it has stimulated continuing efforts towards individualization for students. Several students in the junior block will be "on contract" next year. They will participate in the field experience in a specialized program that has been pre-arranged to emphasize areas of knowledge identified by the students themselves.

Major changes in the roles of university and elementary school personnel have occurred. The role of the elementary school principal has changed with the influx of 20-25 additional adults in the building. It is still one of his major roles to insure the improvement of instruction, but his task to facilitate communication among the entire staff assumes new dimensions. Use of the aides from the college campus has served to provide the classroom teacher with time to do additional planning. Many of the cooperating teachers mentioned that they finally have sufficient time to develop individualized programs of instruction for pupils in their room, and time to maintain accurate records of pupil progress. A final impact of the element has been the increasing and cooperative involvement of the teachers and the principals in an ongoing teacher education program with university faculty. This partnership has increased the interchange of many ideas and knowledges regarding the education of teachers.

No formal evaluation of the element has been conducted.

PROJECTED FUTURE OPERATIONS

The supervisors of the Block Program would like to initiate comprehensive evaluation procedures in order to get data on all four levels currently operating. They feel a need for greater differentiation between the levels and an additional exploration and identification of the various roles involved.

Along with the move toward contracts for students, they are hoping to continue individualizing and broadening the program. This would be emphasized as the main thrust, rather than a more linear movement to enable rapid movement through the program.

SUMMARY AND INTERPRETATIONS

The Block Program at Oregon State University is a cooperative function between the Corvallis Public Schools and Oregon State University's School of Education. The eight involved university faculty members are at assigned schools at least one morning each week. Public school personnel (teachers and principals) also attend planning sessions on the university campus. The responsibility for student activities within the element is a shared responsibility of the college student, public school personnel, and the university staff.

The goals of the element are described in terms of specified objectives and performance critieria. Included are specified behaviors in both instructional activities and academic course work. Data about student performance is systematically collected. Students are required to keep logs of their observations and overall reactions as well as write several papers for their methods courses. Cooperating teachers and university staff observe students and discuss these observations with the students.

The students in the Block Program are involved in a guided off-campus field experience during the sophomore, junior, and senior year. The field experience is progressive in that there is an increasing responsibility for each step in the program.

APPENDIX A

The purpose of this project is to provide students in teacher education with an organized, seqential set of actual classroom teaching experiences while they are simultaneously enrolled in professional education courses. This combination of the theoretical and practical aspects of teacher education also demands that the individual student make a contribution to the public school classroom. A contribution that is at least equal to the benefits derived from participation in the classroom activities.

A second aspect of this combination is to bring together in an organized manner the capabilities for instruction of all of the professional resources inherent in such a combination --- the classroom teacher, the school principal, and staff of the School of Education.

The program outlined here is intended as a model for implementation of a ladder-type field based curriculum for selected students in Elementary Education. The general design of this model was developed from direct experience obtained through the Hoover Elementary School Project. The evaluations and attitudes of contributing O.S.U. staff, the teachers and administrator of Hoover School, and the O.S.U. students who have been involved as aides, student teachers, and resident teachers throughout the 1969-1970 school year have been considered in planning this program. The model also seeks to incorporate some of the ideas suggested in the nine USOE Teacher Education Models.

Broad Objectives

The model seeks to achieve the following broad objectives:

1. To provide a series of organized field experiences. Readiness and motivation for learning essential methodology and theory in the appropriate areas of classroom instruction will be developed through direct involvement.

2. To provide a sequential pattern of academic work in methodology and theory. This will meet the identified needs of our students as a part of their instructional responsibilities in the classroom and, in combination with the practicum, establish a strong foundation for subsequent steps on the ladder.
3. To integrate field experience and academic oriented professional courses in such a manner that the courses will be taught on site in an elementary school. For the student this includes classroom teaching assignments based on achievement of specified levels of competency, in-class instruction, and seminar focusing on instruction-based needs and related knowledge from subject matter.
4. To further evolve the concept of an instructional team in Teacher Education. These teams generally will consist of the student, concerned classroom teachers, the building principal, O.S.U. staff from the Division of Elementary Education, and special teachers as they are involved in classroom instruction. Such an approach recognizes and works toward utilizing the competencies of each of the team members as he becomes pertinent to the educational program of the prospective teacher.
5. To evolve sets of performance criteria for each level on the ladder. Criteria would include specified behaviors in both instructional abilities and academic course work which would lead toward an amalgamation of the two. Criteria would be developed in such a manner that the individual student would meet them at his own rate of accomplishment and in the depth dictated by evaluations of performance.
6. To develop a comprehensive pattern of evaluation of both student and program. This step would be concerned with the means of determining the levels of performance described in the sets of performance criteria.

7. To further strengthen the relationships between this program and the student teaching portion of the regular program. Continuation and expansion of the already existing cooperating teacher in-service program with the Corvallis schools is a key factor in achieving this. The possibility of students who completed their student teaching under the existing program being subsequently assigned as resident teachers in this program could provide the necessary means for establishing such relationships.
8. To ultimately establish a professional program that is characterized by a multi-level curriculum which would include all levels of instructional competency.

RATIONALE

Research and projection of theory by contemporary psychologists such as Jerome Bruner, Jean Piaget, and J. P. Guilford have had an increasingly significant impact on curriculum, instruction, and a classroom organization for instruction. This impact is in turn reflected in programs such as Hilda Toba's higher level cognitive tasks in the area of social studies, Richard Suchman's questioning strategies of Inquiry in science, and the numerous programs to be found in secondary science and mathematics. Finally, emphasis on cognitive and affective development have been brought into finer perspective by Bloom and his associates in their analysis and description of the Cognitive, Affective, and Psychomotor Domains.

Tangible results from these developments are to be found in many of today's classrooms. Instructional programs which focus on development of cognitive skills and associated concept formation, and based on specified types of behaviors are becoming quite common.

Team teaching, differentiated staffing, individualized and/or personalized instruction, and non-grading are among the commonly used means of classroom organization and instruction. All of these factors may be considered as further indications of the movement away from emphasis on content and a strong movement toward emphasis of the processing of information. The net result of these directions is that the classroom teacher now has definite and specific need for assistance on a continuous basis. Experience indicates that assistance of several different levels of competency and background can be effectively used simultaneously in the same classroom. Thus, innovations in classroom organization and instruction have created the type of situation in which all four levels on the ladder can work in the same classroom and each can make concrete instructional contributions to that class. There is now a genuine need for education students in the public school classroom.

Field psychologists maintain that optimum learning takes place while the individual is actively involved in a particular task or tasks. Current thinking and research supporting this thesis can be found in a majority of the texts written for courses in Educational Psychology. Consequently, combining actual extended work in an elementary school classroom with already existing content in methodology works toward providing consistency with learning theory.

Broad Objectives

Broad objectives of these field experiences then include the following:

1. provide readiness. Opportunity for observation and categorizing of characteristics of children, learning habits, and areas of learning difficulty and attempts to utilize this knowledge creates awareness of teaching-learning problems.
2. initiate and sustain motivation. Diagnosing, prescribing, and carrying through instructional problems can and should create frustration on the part of the prospective teacher. These situations thus create need for additional information of teaching skills.

3. increase transfer and retention. Actual, immediate application of ideas and theory with immediate feedback and reinforcement as provided in this situation carry the essentials for both transfer and retention. Problems which arise and are met in learning situations can be discussed and evaluated in seminar sessions.

4. develop evaluative skills. Integrating content and field experience, therefore, work to provide for consistency in learning theory. Moreover, such an integration provides the basis for constructing and implementing the six categories of Bloom's Cognitive Domain: knowledge, comprehension, application, analysis, synthesis, and evaluation.

THE MODEL

The structure of this program, as previously stated, evolved from experience gained through the Hoover Project and from descriptions of teacher education prototypes presented in current literature.

Competency Levels

The four basic competency levels or categories serve as the cornerstones of this program. They include the student tutor, the student aide, the student assistant, and the student associate or resident teacher. The categories lead to progressively more sophisticated levels of experience in a teaching-learning setting with complementary levels of knowledge and understanding in the closely related academic aspects.

Flexibility in introduction of the levels in terms of time and individuals is essential. Generally, it is assumed that the student tutor level will correspond to the sophomore year in school, the teacher aide to the junior year, teacher associate to the senior, and teacher associate or resident teacher to post student teaching in the senior year or at the fifth year level. However, provision should be made for admitting specially qualified individuals at any of the four levels. Conversely, individuals should be able to withdraw or be withdrawn from the program at appropriate times.

Assignments of students will be on the basis of student qualifications and building needs which may be determined by the organizational patterns within the elementary schools. A building which operates under an individualized instruction structure could utilize a tutor, an aide, an assistant, and a resident in each classroom throughout the year. A self-contained home room, on the other hand, might be able to use one person per term.

Student Assignments

Student tutors, and resident assignments will usually be for five full mornings, or afternoons per week. Student aides will be a full day. This arrangement is designed to help insure continuity of experience for the student. It also provides that the student's contribution to the classroom instructional program will be regular and long enough each day to contribute to several, rather than one subject matter area. It also provides time for planning and discussion with the classroom teacher. This type of assignment leaves the other half day free for academic work on campus.

Another essential consideration is continuity of personnel from term to term in individual classrooms. Introduction of completely new people to the class and classroom routine every eleven weeks disrupts this continuity, while assignment to the same room as an aide and then as a teacher assistant should have the opposite effect.

Student Credit

Students will enroll for approximately twelve hours credit at each level, except the Jr. Teacher aide level. Full day - 15 credit courses will be taught on-site on a seminar basis. Seminars will be held one morning each week and will concentrate on the content and theoretical aspects of the courses in which students are enrolled. OSU staff will be responsible for these sessions and ideally will teach them on a team basis.

Staff Responsibilities.

Additional staff responsibility for instruction includes actual participation in classroom activities. This provides opportunities for direct involvement in teaching elementary children, working directly with the teachers, and supervising O.S.U. students.

One direct result of this arrangement is a need for revision or at least a re-examination of the number of credits per hours spent in the traditional college classroom. At the present time, one class contact hour is required for every credit hour earned in the college classroom or in a lab, especially 2 contact hours for every credit hour. Students in the program described here are spending more time in the classroom in relationship to credits earned than students who stay on campus.

Appraisal and Evaluation.

A continuous system of appraisal and evaluation will be developed in conjunction with both the field and professional preparation. This system will include regular supervision of teaching in the classroom situations, as well as the academic areas. A start in this type of evaluation has already been made. Student teachers and resident teachers in Corvallis now begin by describing their feelings and concerns as the term begins. They also are required (during the first week) to write a series of observations concerning their class, teaching, the school, and general experiences. Too, they are required to keep a daily log of activities and self-evaluations. This is followed by periodic video taping of particular segments of their teaching. Interaction analysis in terms of Allen's technical skills of teaching is done weekly by the cooperating teachers. Work on questioning techniques as described by Guilford and Gallagher is initiated, and non-verbal communication as described by Galloway has been briefly introduced.

Much remains to be done here in terms of organization and delineation and in transforming skills and knowledges into performance criteria. Possibilities for use of the above mentioned techniques may be considered in the screening procedures for admittance into the Elementary Education program.

Teacher In-service.

Teacher in-service classes have also been taught in Corvallis during this year and will be continued next year. Each teacher who has worked with student or resident teachers in the elementary schools has been involved in two terms of in-service classes. The groups meet weekly for three hours during the regular school day; their regular classes are taught by student and resident teachers. University and/or school district credit are available.

In order to participate in both classes it has been necessary for the teacher to be assigned a student teacher two successive terms. Requests from teachers for assignment of the same student to the classroom for both terms have been made, particularly as a plea for continuity. Implications for this include the tandem assignment as student aide and student assistant and resident teacher. Such a procedure for student assignments must be considered yet flexibility of the program and assignments be maintained.

Courses offered to this point include Interaction Analysis and Instructional Strategies which includes questioning strategies, examination of the cognitive and affective domains, and higher level thinking strategies.

A most important function of these courses is question and answer periods held each session. Experience and actual feedback indicates that this communication between and among individuals and school district and University personnel is worth the time and effort.

Coordinating Council.

A coordinating council with representatives from the School of Education (staff of the Division of Elementary Education), the public school administration, building principals, classroom teachers, and students in Elementary Education will be established. Specific responsibilities will include opening and maintaining communication lines, feedback, coordination of schedules and assignments, planning, and regular evaluation of the program. Development of performance criteria and reporting or liaison with the several groups involved will be a most essential functions of this council.

Students and the Instructional Program.

The descriptions of the four levels which follow are intentionally general. A major intent of this program is to provide the type of classroom experience which will best meet the needs of the individual student. Maximum benefit to the children in the classroom must also be guaranteed. Each classroom or each team has a particular set of needs, as does each of the schools involved. Flexibility and individualization, therefore, are critical elements in a program such as this. General rather than specific roles are defined.

Courses identified in these descriptions have been placed according to needs of the students as those needs have been currently assessed. As the program develops, necessary changes and alterations in both scope and sequence will be made.

These courses are all required in the regular four year program in Elementary Education. Again, as the program develops, changes, deletions, and alterations may be made.

Flexibility in assignments, in course work, and in progress through the four stages of the model is essential to maintain.

Generally, progress through the four steps will begin in the sophomore year and will continue on through the senior or fifth year, with in-service as the ultimate goal.

Ordinarily one term at each the sophomore and junior year will be in the field. The senior year involves a two term commitment: student assistantship (student teaching) and resident teaching. Three of the four terms, as was previously stated, call for half-day involvement, thus leaving the other half day for on-campus course work.

Participants.

The student tutor will be enrolled in introductory education courses. School in American Life (Ed 310), Contemporary Education (Ed 101 and 201), and a Practicum or Seminar are courses particularly adapted to this introductory work.

Tasks which the tutor should be involved in should include structured observation, record keeping, one-to-one or small group instruction, and participation in faculty activities outside the classroom.

Observation in this case should be structured in a manner such that the student becomes actively involved in the classroom. Identification, recording, comparison, and analysis of the behavior of youngsters is an important part of that structure.

The student aide category relies on the programmed classroom experience of the student tutor. Aides must be well aware of the ins and outs of both classroom and total school organization and operation. They must also have comparable awareness and understanding of the human interaction in the classroom and both the intellectual and attitudinal behaviors of students. Fundamental understanding of the curriculum being taught and the materials being used in terms of scope and sequence is essential.

Course work would again include a practicum. In addition, Educational Psychology and selected methods courses would be offered according to the nature of the assignment of the student and his program in the School of Education. Psychology of Childhood (Ed 460) or Psychology of the Adolescent also would be appropriate to this stage.

The student assistant corresponds to the present student teacher classification.

Responsibilities and assignments should either closely parallel or be identical to that presently in use. Deviations or alterations of the basic student teacher role should evolve from the experience gained from the two previous stages. Much more rapid assumption of the teaching role itself is one consideration. Greater awareness of and ability to begin a program of refinement of teaching and learning skills is another.

The teacher associate or resident teacher expressly calls for successful completion of student teaching. It also demands a set of experiences in the classroom which do not duplicate those of the assistant role. Further refinement in both diagnosis and teaching skills in terms of all facets of instruction will be important. Work in developing and selecting instructional materials should be a companion to this, as should experience in curriculum planning and construction.

Possible course work might include Diagnostic and Corrective Techniques in Basic Skills (Ed 465), Remedial reading (Ed 553), The Junior High School (Ed 430), The Junior High School Curriculum (Ed 431), and/or selected practicum or seminar courses.

IMPLEMENTATION

Elementary Schools

Expansion of the program from the original Hoover unit is planned for the 1970-71 school year. Tentative plans include three additional elementary schools. Each of these schools, like Hoover, is in the process of planning and developing innovative instructional programs. Approximately 40 teachers in the four buildings will be involved.

O.S.U. Students

Actual numbers of Elementary Education students who will be included can only be approximated at this time. Because individualized instruction, team teaching and differentiated staffing is predominate in these schools, O.S.U. student personnel will be assigned on the basis of need. All four levels - tutor, aide, assistant, and resident will be used. An approximate total of seventy students for each of the three terms seems reasonable.

Assignments

In general our students will be assigned as teams. Teams generally will be composed of a tutor, an aide, a student teacher (assistant), and a resident. Responsibilities will vary with the level, individual competency and the classroom structure. Assignments will be coordinated in a manner such that students with experience and familiarity with a particular classroom can be in that room for more than one term. Continuity of participation in consecutive terms working with the teacher and children in the classroom is essential to maintain.

As previously outlined, the tutor level will generally be at the sophomore level, the aide a junior, and the assistant and resident a senior. However, it is our intent to establish flexibility to the extent that an arrangement such as aide, assistant and resident all at the senior level would be possible.

Aides and residents will be expected to be available in their assigned classrooms for a full morning or afternoon five days per week. Experience, again at Hoover, definitely reveals that the effectiveness of contribution to the classroom and the learning opportunities of the aide or resident are greatly diminished under any other arrangement.

Coordination

The coordinating council was described earlier in this proposal. It is assumed that this organization will assume primary responsibility for setting up, and coordinating the program. Assignments of O.S.U. students will be considered as within the perogatives of this group or a designated sub-committee. Membership of the council itself should include representation from O.S.U. students, Corvallis teachers and administrators, and O.S.U. staff.

APPENDIX B

EVALUATION
O.S.U. - 509-J
Teacher Aide Program

EVALUATION

1. The proposed program
   Items identified here are those stated in the proposal.

   A. Program evaluation
      1. Program objectives
         a. definition of skills and competencies in behavioral terms
         b. individualization and personalization of teaching skills and competencies
         c. provide a laboratory setting
         d. develop ways and experiences to accomplish specified outcomes
         e. improve quality of instruction
         f. establish cooperative effort and joint responsibility between O.S.U. and Corvallis District 509-J

      2. Individual objectives
         a. ability to perform or demonstrate skills and competencies (teacher, teacher-aide)
         b. identify conditions and content (setting) for demonstrations
         c. indicate acceptable levels of performance

   B. General Objectives
      1. Educational change - create
         a. climate for change
         b. realistic setting for change
         c. setting for teacher in-service
         d. attitudes and capabilities for planning and implementing
         e. experiences for parents

      2. O.S.U. Trainees
         a. realistic educational setting
         b. integrate theoretical and practical
         c. introduce teaching tasks and give experience
         d. earlier continual acceptance of responsibility
         e. close supervision be peers and staff
         f. develop a career ladder

      3. Curriculum
         a. involve teachers in curriculum development
         b. instructional objectives across disciplinary lines
         c. develop a problem centered approach
         d. personalization and individualization of integrated units
         e. develop a curriculum relevant to junior high students
         f. tracking systems academic-vocational
         g. develop a wider range of courses

4. Students
   a. develop relevant programs
   b. develop staff better able to individualize and personalize instruction
   c. involve students in program planning
   d. wider range of courses and experiences
   e. increased participation for time use
   f. involve a wider range of adults

5. Teachers
   a. develop new staffing patterns and new inputs into learning process
   b. develop climate for systematic study of educational processes
   c. opportunity for planning, analysis and evaluation of teaching
   d. develop differentiated staffing pattern
   e. formulate philosophy and curriculum for school and teacher trainees
   f. work into cooperative teaching and new staffing patterns

6. Community
   a. develop working relationship with parents and community
   b. develop sturcture for intergroup planning for instruction and curriculu
   c. develop experiences for parents for change
   d. increase student involvement in community life

II. The Instructional Program

Evaluation in this section will be concerned with the items identified as possible benefits.

A. Diagnosis
B. Planning
C. Instruction
D. Evaluation

III. Possible Evaluation Program

A. Scope of Evaluation
   1. Involve pertinent items in I and II
   2. Evolve set of behavior-performance objectives in each area as a basis for evaluation.
      a. involve teacher aide, teaching staff, student
      b. use taxonomy of behavioral objectives
         (1) cognitive
         (2) affective
   3. Introduction and use of means of monitoring individualization and personalization of instructional patterns

   4. Introduction and use of means of monitoring instruction and instructional patterns
      a. clincial supervision - supervision cycle
      b. interaction analysis
      c. teaching syles - classroom Interaction Analysis

B. Means of Data Collection
  1. Written observations
    a. logs pinpointing events, attitudes (continuous)
    b. descriptions
      (1) the classroom
      (2) a (the) students (characteristics)
      (3) teaching, the instructional process
      (4) verbatim typescripts
    c. examinations
    d. check lists or ratings

  2. Video taping
    a. micro teaching (lessons)
    b. mini lessons
    c. simulation tapes
    d. teaching demonstrations from technical skills, interaction analysis, teaching styles (Gallagher)
    e. instructional strategies - Taba, Inquiry, Discovery

  3. Conferencing

  4. Interview

C. Evaluation Schedule
  1. Evaluation in terms of written data is both continous (log) and periodic. Descriptions, ratings, etc., should be on a pretest, post-test basis. Additional items may be done as needed during the term.

  2. Collection of concrete data, video-taping, recording of lessons, should be done on a regularly scheduled basis throughout the term.

  3. Conferencing should be done and notes kept:
    (a) immediately after each rating
    (b) immediately after each recording session
    (c) following regular instruction

D. Areas of Special Concern
  1. Identification and analysis of change in instructional activities
    (a) time allotments
    (b) planning
    (c) demands on teacher
    (d) number of children met

  2. Identification and analysis of instruction
    (a) classroom organization:
      team teaching, individualization, non-grading, interdisciplinary, etc.
    (b) teaching styles, teaching patterns
    (c) learning-learning theory (Bruner, Piaget)

3. Identification and analysis teachers role
    (a) as a supervisor
    (b) as a curriculum developer
    (c) as an instructional strategist
    (d) as a deligator of authority and director of human resources.

Chapter 6

Title: Junior High Teacher Education

Institutions Involved: Secondary Teacher Education Program
Oregon State University
Corvallis, Oregon 97330

Corvallis Public School District
Corvallis, Oregon

Individual Interviewed: Dr. Carvel Wood, Associate Professor of Education and two students involved in the element

OVERVIEW OF THE ELEMENT

The OSU - Corvallis School District Junior High Teacher Education Project, a co-operative venture between Oregon State University and the Corvallis Public Schools, provides a sequence of personalized educational experiences for teacher trainees prior to student teaching. The sequence consists of four training stages or levels designed to prepare the trainee for the next step of experience. Student entrance into the program is at the tutorial level, the first of three quarter-long experiences. Successful tutors who elect and are selected will become student assistants (second level) and then teacher associates (third level). The possibility then exists of a year-long post-student-teacher (intern) resident experience (the fourth level) dependant upon vacancies available at the school. Each term, there are approximately sixty-five students enrolled at the various levels of the element. Evaluation of the element is in terms of questionnaires, journals, and progress reports to the Educational Co-ordinating Council of the Oregon Board of Education who, with the Corvallis School District, have funded the element for a two year period.

CURRENT OPERATIONS OF THE ELEMENT

Context Within Which the Element Rests

Dr. Carvel Wood conceived the project which was jointly funded by the Educational Co-ordinating Council of the Oregon Board of Education and the Corvallis School District. The element is conceived to be a developmental project with emphasis placed heavily upon the people and the processes involved in order to bring about a new general model for teacher education at OSU.

The objectives of the OSU-Corvallis School District Junior High Teacher Education Project at Western View Junior High School center upon the following goals:

1. To select and train teachers for junior high youth.
2. To provide teacher trainees with a sequence of planned experiences where they perform specific tasks under expert supervision, in an actual on-site work setting.
3. To provide the support and the laboratory setting in which trainees can behaviorally demonstrate their skills, performance, and/or competencies.
4. To improve instruction by individualizing and personalizing education.
5. To create a climate conducive to change for students, teacher trainees, teachers, teacher educators, administrators and parents.

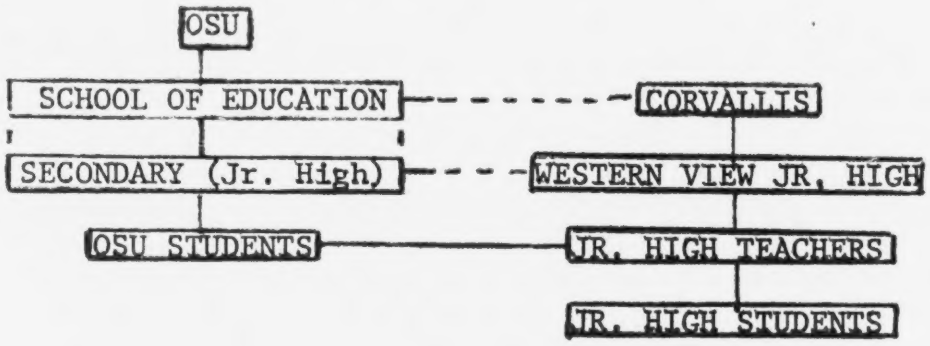
Staff Identification and Responsibilities

The School of Education at Oregon State University provides for the overall planning and administration of the project under the direction and supervision of Dr. Carvel Wood, Associate Professor of Education, (no FTE alloted) with the direct assistance of Mr. George Coon (.5 FTE) and Mr. Herb Watson (.5 FTE), doctoral candidates in education.

Supervision of the project is functional through the efforts of four OSU personnel. One staff member represents the elementary education division and another staff member represents the secondary education division. George Coon, a doctoral candidate, is the field project director working directly with the public school teachers involved in the project. He is the former principal of Western View Junior High School and is currently on sabbatical leave. Another doctoral candidate in secondary education is the clinical professor working directly with OSU students in the classrooms helping them individualize programs and providing supervisory assistance. The two doctoral candidates plan, coordinate and implement in-service programs for public school classroom teachers.

The contributions of the Corvallis Public School District to the Western View Junior High School Project involve the provision of junior high school students, co-operating junior high school teachers, physical classroom space, equipment and facilities, and assistance in the functional on-going planning and operation of the daily processes of the project. Classroom teachers do not receive released time to work on the project.

The administrative structure of this element is a part of the School of Education at Oregon State University. The conceptual design is similar to that which follows:



Student Identification and Responsibilities

An average of sixty-five OSU students are enrolled in this element each quarter, approximately one third of whom are men. These students must participate at the first level (tutors) a minimum of four hours each week within the junior high school classroom in some phase of educational endeavor. This involves observation, individualized one-to-one instruction, resource assistance for the regular classroom teacher, or other similar functions. Most students do, however, average six hours at the tutorial level. At the second level (teacher assistant) the students, usually sophomores or juniors, participate twenty hours per week for one college quarter in the junior high school laboratory. They are paid a stipend of $15.00 per week for this service. The third level (teacher associate) usually involves any senior who has progressed through the two previous training experiences and is qualified to student-teach. These students participate five days per week in the junior high school classroom. Because of the experience afforded by this program no warm-up period is usually required for student teaching, and students are capable of commencing teaching activities in the classroom immediately. The fourth level (intern) involves a post-student teacher or graduate student who is seeking an additional quarter of resident experience. These students hold a paid teaching position in the public junior high at .67 FTE. This position, however, is dependant upon existing vacancies within the co-operating school district and selected junior high schools.

Students receive college credits for the junior high school laboratory experience. However, they do not register for junior high school practicum per se, but rather, utilize various course offerings in education for multiple entry into the junior high school project. Typical and potential courses which appear most applicable and which may be used to accomplish registration are as follows:*

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* This is a partial listing only. All courses carry three quarter hours of credit.

Ed. 111	Contemporary Education
Ed. 201	Contemporary Education
Ed. 310	School in America
Ed. 350	Methods in Reading
Ed. 407	Student Teaching Seminar
Ed. 425	Youth Agencies
Ed. 430	The Junior High School
Ed. 431	Junior High School Curriculum
Ed. 432	Junior High School Guidance
	Electives in Teaching Norm.

Students in all subject matter fields at OSU are considered for enrollment and selection in the element. Many of the students are from the fields of music, science, social studies, industrial arts, languages, art, and physical education. A requirement of the element provides that students selected for the project must actively participate at least one quarter in the field experience in the junior high school.

Students are selected for participation in the element through a recruitment campaign carried on within the various education classes, the college newspaper, various printed materials and publications furnished by the secondary division of the School of Education, and individual discussions. Student applicants are interviewed by the field project director and the clinical professor who assess their potential ability in making the final selections.

Major Activities Within the Element

As previously stated, the sequence of the element consists of four training stages:

Tutor: The tutor works on a one-to-one basis both in and out of the classroom with those students who need additional help for successful movement through their classwork. The focus of this position is to familiarize the tutor with the needs of individual students and methods by which these needs can be met. While the tutor is working in the classroom he also gains a familiarity with the various students, the basic functionings of the classroom, and with the materials used for instruction.

Teacher Assistant: When the OSU student can deal satisfactorily with individual students, he begins working with small groups. With supervision from his co-operating teacher, he prepares units and then teaches them to his groups. Also the teacher associate often leads group discussions on pertinent topics to build his confidence in working in a group situation.

Teacher Associate: The work done at this level is comparable to the role of the student teacher in most undergraduate programs. However, because of the skills gained at the preceding levels, the teacher associate rarely needs the observation period usually involved in student teaching. He is usually immediately capable of dealing with the class as a whole. After completion of this phase of the element, the OSU student is eligible for graduation from the teacher training program.

Intern: The intern is a post-graduate teacher/student role in which the graduate of the element works in his own classroom at .67 FTE. During this year, he receives on-site supervision from his OSU instructors in connection with various seminars. At the present time, the intern receives no academic credits for his student role. This stage, however, is the foundation for the development of a three-year in-service training program which will be explained in a little more depth later in this Case Profile.

Presently, there is a great difficulty in the coming operation of this stage. The positions and the individuals to fill them have been selected, but the money to pay these people was voted down twice in the tax levy. The Corvallis School District is working with OSU in hopes of finding a way to provide the necessary funds, but at present, none have been found.

Movement through the element is fluid, and although time periods are alotted for each stage, the OSU student's position may evolve into the next level prior to the time he is officially at that level. For example, it is not unusual for a teacher assistant to be teaching whole classes and essentially filling the role of the teacher associate.

The roles and specific tasks at each level have been, in essence, only loosely outlined in the past. Now that the people involved in the element are familiar with its procedures, the competencies expected at each level and the tasks that would most likely aid in their development are in the process of being described. The fluidity of movement within the element will continue, but more in terms of definite competencies than was done previously.

Current Operational Problems and Issues

The administration problems currently existing within the element involves the traditional non-block OSU class scheduling and also the individually scheduled classes of the Corvallis schools. This scheduling problem has, however, been somewhat overcome by being able to block out specific hours of the day for students involved and having them register as early in the day of registration as possible to insure them a place within the class. In addition, Corvallis schools have also begun to set aside block time for student involvement.

Co-ordination between the Corvallis schools and OSU has been facilitated because the field project director, formerly principal at Western View Junior High, has the encouragement of the Corvallis School District Superintendent. This tends to make access to the junior high school and the cooperation of the teachers much easier.

The major problem associated with the project has been and continues to be "people" problems. Fears of change, possible replacement of the individual as a teacher, and the syndrome of "invasion" of a teacher's classroom by outside interests have been perceived as the basic problems.

In an effort to alleviate teachers' fears, increased emphasis will be placed upon in-service programs for teachers in order to explain, outline and explore in depth the total scope of the student-teacher project. Implementation of this plan for school year 1971-72 will be facilitated by the experience gained in the operation of the element and because more time is available for planning with teachers and OSU staff.

One problem that could drastically effect the intern phase of the element is the crisis in the Corvallis Schools funding. The tax levy was recently voted down for the second time by the taxpayers. Part of the levy funds were intended for the payment of the interns. The Corvallis School District and OSU are working together in hopes of funding the intern phase, but, so far, there have been no solutions found.

IMPACT AND EVALUATION

The impact upon OSU students is reported to be positive as they appear to like the opportunity of getting into public schools and actually working with the students and teachers. A typical statement is, "I never really thought that I wanted to teach junior high kids, but after my classroom experiences, I find that I do." The element has been so accepted by the students that each quarter there are more applicants than can be placed in the schools.

In the involved schools, there has been an impact in terms of class structure. With the aid of the teacher trainees, classes are beginning to become more individualized and one class, homemaking, is done totally on the individual basis. Teachers are now realizing some of the advantages of differentiated staffing and with the help of additional people are loosening in their concept of the self-sufficient teacher. As a result, the junior high school students are beginning to receive more instruction designed for their individual needs and for their individual levels. A sign of the acceptance of the OSU student in the classroom is the frequent request for more student help with the result that one teacher uses nine OSU students in the functioning of her classroom in the course of a week.

The impact of the element at OSU has been similarly effective. When Doctor Wood, the director of the element, first arrived at OSU three years ago, there was one field-centered program in effect. At the beginning of fall quarter, 1970, fourteen programs, centered on off-campus experience, were in operation.

Due to the success of this element and similar programs there is a trend at the University towards earlier and earlier off-campus experience for the student. Due directly to the element is the creation of the Sophomore Block Foundations Program, an early field experience program for elementary and secondary education majors.

In addition, representatives of various fields such as the physical sciences, home economics, and audio-visual aids have come to Doctor Wood to request aid in redesigning their education programs.

At the present time, evaluation of the element occurs in various modes. To fulfill obligations to the Educational Coordinating Council of the Oregon Board of Education, the administrators of the element must submit three or four progress reports. Two Doctoral dissertations are presently being written and will be used for this purpose. One concerns itself with the attitudinal changes at OSU due to the element and the other concerns itself with the change of attitudes of the involved junior high school students. These dissertations will be made available by May of 1972. In addition, a progress report has been submitted to the Oregon Association of Secondary School Administrators for spring publication by the OSU project director. This report will be available in the Spring Issue of The OASSA Bulletin.

All of the OSU students keep journals on their experiences in the element which are used to assess the growth and development of students' abilities. The information received from these journals is reinforced by the evaluation made at the end of each quarter. In this evaluation, OSU students, teachers, principals, junior high school students, and all other involved personnel are presented with a list of the program objectives and are asked to evaluate their experience with the element in those terms. The results of the most recent evaluation, that of spring term, will be available in September of this year. Dissemination for the element is purposely scant because the members of the project feel that too much publicity can be detrimental to the success of a program. When the element has been in successful operation for a long enough period to operate at a self-substaining level, the element will be better publicized. Other than the dissertations and other evaluatory measures mentioned, no materials will be published for public use in the near future.

FUTURE PROJECTIONS OF ELEMENT

The projection of the element for the next two to three years includes the extension of the project into all the Corvallis junior high schools and also into Albany's three junior high schools to further this realistic approach to student-teacher preparation.

In addition, the present OSU class scheduling procedure is a problem which the element hopes to overcome in the next year. Students presently are unable to set aside specific blocks of time during the week to work with the junior high students. This traditional single unit scheduling also persists somewhat within the junior high school framework of the Corvallis Schools and needs to be modified to provide easier access to junior high school students. The pre-professional committee of the OSU School of Education has drawn up a proposal calling for block scheduling in which additional classroom theories and practices may be provided the students, especially freshmen and sophomores preparing to become teachers.

Development of a co-ordinating liaison committee for the project to help further lines of communication is anticipated. This group will include junior high school parents, students, and project personnel. The communication aspect of the project is extremely vital to the proper functioning, continuation, and growth of the project.

Also, activities with parents of junior high school students will soon be initiated. Often parents only drive by the school and never get inside the building to experience (through sight, feeling, hearing, talking) what is actually taking place in the school. These parents tend to form inaccurate judgments and opinions about education often leading to condemnation rather than to a valid appraisal of its qualities. Therefore, the element hopes to actively and intelligently involve parents in the educational structure and functioning of the junior high school.

The present intern program is being used as the early foundations of what will hopefully become an in-service training program. The graduate of the element would be involved for three years in seminars and clinical supervision of his teaching while working in the school at .67 FTE. The plans for this program, however, are still in the early stages of design.

SUMMARY AND INTERPRETATIONS OF THE ELEMENT

The element, funded by the Educational Co-ordinating Council of the Oregon Board of Education and the Corvallis Public schools, provides a sequence of closely guided educational experiences at Western View Junior High School for the teacher trainee. The student progresses through three, or possibly four, stages:

I. TUTOR-
one-to-one work with students, familiarization with classroom setting
II. ASSISTANT TEACHER-
small group work, teaching of subject matter units, and group discussions
III. ASSOCIATE TEACHER-
teaching to whole class: very similar to a regular student teacher
IV. INTERN-
Post-graduate teaching at .67 FTE. Spends remainder of time in seminars.

The element is nearly at the level of full implementation and is a pilot-program for possible changes in the OSU teacher training program. It was designed to provide a student with a) early field experience prior to student teaching b) close supervision c) freedom to progress at ability and pace d) the skills necessary for self-understanding and in the near future e) performance objectives.

The element has shown very hopeful signs and the impact has, so far, been very commendable. After the element has been in successful operation for a reasonable period of time, more information about the impact and the evaluation of its functions will be made available.

Chapter 7

Title: Portland Urban Teacher Education Project (P.U.T.E.P.)

Involved Agencies: Portland Public Schools District #1
631 N.E. Clackamas St.
Portland, Oregon

College of Education
Oregon State University
Corvallis, Oregon

Interviewed Individuals: Dr. John Parker, Director
Mr. Dick Withycombe, Associate Director
Mr. Tom Vickey, Assistant Director
Mr. Leroy Patton, Assistant Director
Mr. Dick Johnson

OVERVIEW OF THE ELEMENT

The Portland Urban Teacher Education Project (P.U.T.E.P.) is a federally funded teacher training program under the Education Professions Development Act of 1967, Section B-2. The primary goals for this element are:

1. To implement a teacher training program that will train teachers who will be successful teaching disadvantaged students

2. To bring more Black adults into the teaching profession, specifically training Black staff for positions in the Portland Public Schools.

3. To refine a teacher training program which is based on site in the schools, provide interns with learning experiences from a variety of disciplines, and provide day to day links between educational theory and practice.

This element represents a cooperative training project between Oregon State University and Portland School District #1. Interns in P.U.T.E.P. are registered as full time students at Oregon State University, receiving credit for coursework and satisfying all certification requirements through Oregon State. All training activities for the interns takes place within the Portland Public Schools, including the forty-eight hours of coursework and a 2/3 time paid teaching internship. Coursework activities center at John Adams High School in Portland, which serves as the administrative and instructional headquarters for the Program. Adams High School enjoys a national reputation as an excellent clinical setting for training teachers.

In summary, the B-2 program is characterized by joint responsibility between a public school system and a state university; a program designed to attract additional Black personnel and train them for roles in education of disadvantaged youth; an interdisciplinary instruction that applies theory to practice in a daily field-centered situation: and emphasis on the development of affective relationships among interns and students.

CURRENT OPERATIONS OF THE ELEMENT

Rationale for Development

As stated in the overview, the primary objectives of Portland Urban Teacher Education Project (P.U.T.E.P.) are to train teachers to work successfully with disadvantaged youth, especially the training of Black adults for positions in the teaching profession, by providing training that incorporates an interdisciplinary curriculum and integrates theory and practice on a day to day basis. The key to meeting these objectives within this element has been to provide a laboratory for examining, developing and implementing new ways of instruction to gain knowledge about new modes of learning, especially with minority children. These objectives and the P.U.T.E.P. approach to teacher training reflect the overall philosophy of personnel training at John Adams High School.

This philosophy or rationale for training speaks to the need for trainees to perform specified tasks in the actual work setting, with constant supervision by experts in the field. In addition, although this training philosophy underscores differentiated staffing and individual career advancement, the training is seen as a program of working collectively through experience with many disciplines, i.e. teaching, social work, corrections etc. The focus is the development of a wholistic training model, which, rather than specializing roles, provides complementary training in various fields. The trainee becomes familiar with the methodology of each field and recognizes various viewpoints in professions that may share the same client, i.e. the inner-city youth. The hope is that such an instructional program for trainees will build future bridges for interaction among professionals who share the responsibility for the growth and welfare of youth. (See Appendix for a further explication of the Adams training model.)

This rationale is reflected in three primary aspects of the P.U.T.E.P. program, which will be given elaboration further in the report. The first aspect is the intership of the student, where he assumes 2/3 of a full teaching lead in a Portland High School for a full school year. Secondly, the rationale provides the basis for the coursework which focuses on assessment and development of affective and cognitive skills which the intern needs to function in his daily internship role. This coursework includes orientation to other professions besides teaching, as well as personal communication skills and other human-centered activities.

Finally, the rationale is reflected in the selection of applicants to the B-2 program. As well as emphasis on the recruitment of Black personnel, selection procedures focuses on applicants who have prior community experience with inner-city youth, as well as knowledge competencies. Starting with these past experiences, and a desire to work with inner-city youth, the training program then focuses on the development of personal and teaching skills of the intern. To some extent, based upon identified individual student, intern, and staff needs at entrance into the program, the program should generate itself in relation to coursework and daily internship to meet these needs.

Context Within Which the Element Rests

The Portland Urban Teacher Education Project is a federally funded program, administered through the Oregon Board of Education. Section B-2 of the 1967 Education Professions Development Act provides for funding the states to meet critical teacher shortages. Funding grants are distributed to school districts and/or teacher training institutions on a sub-contract basis by the State Board of Education for the training of teachers to meet the identified teacher shortage. P.U.T.E.P. represents a joint teacher training effort between Oregon State University and Portland Public Schools District #1.

The role of Oregon State University is that of the accrediting agency for coursework taken by interns leading to teacher certification in the State of Oregon. All interns in the program register at O.S.U. in the fee paid program, and are given credit for coursework by O.S.U. The university functions as an administrative supporter for the program staff in the selection, maintenance, and progression of interns through the program. This support comes in the form of formal admissions, registration, and accreditation of applicants, as well as institutional support for the design of the program as a positive experiment in the training of teachers. In addition, O.S.U. provides program staff who may hold joint appointments with the Portland School District.

While O.S.U. provides the institutional base for accreditation, the Portland Public School district provides the operational base for the program. John Adams High School in Portland is the program headquarters, housing the program staff, providing the location for intern coursework in the summer and the fall. Also, it is one of the school sites where interns complete their 2/3 full time contract teaching responsibilities. Most of the program staff located at

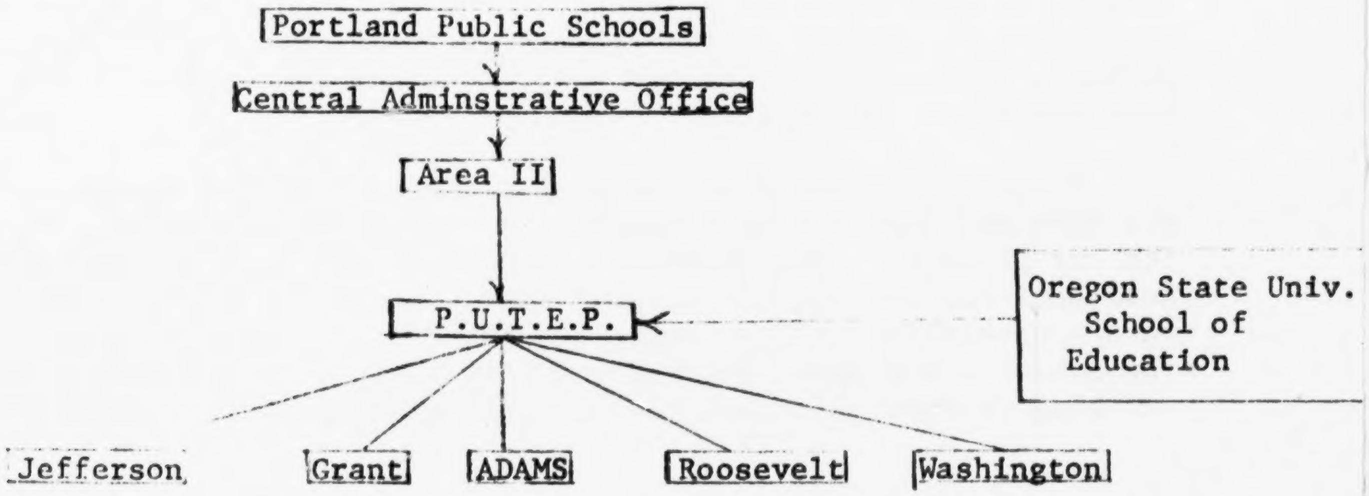
Adams High School hold joint appointments with the school district and O.S.U., and have responsibilities of direction and coordination of the overall program; selection, placement and supervision of interns, and teach the O.S.U. credit courses to the interns.

In addition to providing staff and a physical base for the operation of the program, the Portland School District has written responsibilities for selection and placement of interns, contracting with applicants for their internship, supervision of the intern on site in the five Area II high schools, and functions as the payroll office for intern wages.

All prospective interns must complete interviews not only with P.U.T.E.P. program staff, but also with a school district personnel officer and high school principal from one of the five Portland schools. Selection into the program and placement into one of five schools for internship is based upon these interviews. Upon selection into the program, interns sign a contract with the school district for 2/3 full time teaching responsibilities and pay, received from the school district from funds sub-allocated by the EPDA B-2 provisions.

In conjunction with selection and placement of interns, school district teachers serve as classroom supervisors for the interns. This supervision begins with a summer workshop held at Adams for the teachers, who receive course credit from Portland State University. In addition, these teachers work with the interns during the summer high school session held at Adams. In the fall, these teachers remain with the B-2 program as classroom supervisors for interns on site at one of five Area II schools. These school district teachers, in addition to supervision and evaluation of intern performance, may participate in teaching of coursework the interns take at Adams for their college credit.

To further understand the context of P.U.T.E.P., the diagram below illustrates the linkages among the institutions.



In addition to O.S.U. and Portland Public Schools, linkages have been established with Portland State University and Education Coordinates Northwest in Salem, Oregon. Portland State University is linked into the program by the granting of crediting to district teachers in the summer supervision workshop, and by resources provided from the School of Social Work at P.S.U. The P.S.U. School of Social Work is operating under a grant from the National Institute of Mental Health in providing training of social work students at Adams High School. Mr. Rob Roy of the School of Social Work has become involved in classroom instruction of B-2 interns, therby combining instruction in Education and Social Work curricula.

Education Coordinates Northwest has been sub-contracted to do the evaluation of the B-2 program, providing data and feedback to program staff for program improvement. The agency staff in Salem recently completed an extensive report of P.U.T.E.P., information on which may be obtained by contacting:

Mr. Lee Wells
EPDA - B-2
Oregon Board of Education
Salem, Oregon

Staff Indentification and Responsibilities

A number of the program staff hold joint appointments between Portland Public Schools and Oregon State University. In addition to the joint appointments, program staff share many responsibilities for coordination, supervision, and instruction of interns in the program. With the exception of Mr. Rob Roy from P.S.U., all staff are located at Adams High School, which serves as the base of operations for P.U.T.E.P. Identification of the staff and their roles and responsibilities in P.U.T.E.P. follows.

Dr. John Parker - Director.

Dr. Parker holds a joint appointment between the Portland Public schools and Oregon State University, with a .20 FTE allocation for the B-2 program. As Director, his primary roles are overall administration of the program, including planning and operational tasks, coordination of internship selection and placement as well as supervision and instructional program details. Dr. Parker is also responsible for supervision and consultation with the school district supervising teachers, as well as evaluation of intern performance.

Mr. Dick Withycombe - Associate Director

Mr. Withycombe holds appointment solely through Oregon State University at .75 FTE. His primary responsibilities include overall direction of the Black seminars for the interns which satisfy coursework requirements for O.S.U. credit. This responsibility includes design, implementation, organization, and evaluation of the coursework program. In addition, Mr. Withycombe spends approximately eight hours a week at the two of the site schools, consulting with teaching supervisors and in-class supervision of interns. He also has responsibility for instruction in specific classes taken by interns at Adams.

Mr. Tom Vickey - Assistant Director

Mr. Vickey holds a joint appointment between Portland Public Schools and Oregon State University, at .33 FTE with the B-2 program. He is Director of Field Experiences, which gives him responsibility for creating activities to supplement classroom teaching by interns. Examples of these activities include organizing field trips for interns, instruction in the use of audio/visual materials, arranging for guest lectures and experts to discuss such topics as Oregon School Law and community resources available to interns and high school students. In addition, Mr. Vickers has responsibility for coursework instruction for interns and on-site consultation with teachers and in-class supervision of interns.

Mr. Leroy Patton - Assistant Director

Mr. Patton is employed by the Portland Public Schools and assigned to Adams High School where approximately one/third of his real time is spent as Administrative Assistant to the B-2 program. His primary responsibility is that of administrative support of Dr. Parker, acting as the main liason between the project and the two coordinating agencies. He works with interns on satisfying course requirements, registration and placement procedures, transcript reviews, and job placement upon completion of the program. The majority of his energy is involved in correspondence between interns and supporting agencies. In addition, Mr. Patton shares responsibility for coursework instruction and supervising interns on-site in consultation with district teachers.

Dr. Patricia Wertheheimer - Instructor

Dr. Wertheheimer shares a joint appointment between O.S.U. and the Portland School District, spending approximately .15 real time with the B-2 program. Her primary responsibility was that of coursework instruction and supervision of interns in consultation with school district teachers.

Mr. Rob Roy - Instructor

Mr. Roy is on the School of Social Work Staff at Portland State University, with .05 FTE allocated to work with the B-2 program. His primary role is that of instructor in coursework for interns, leading classes that familiarize interns with various aspects of social work, as well as the development of communication skills among interns.

Although the above identified project staff members hold somewhat separate titles in the program, it is important to note that they share common tasks and responsibilities throughout the program. The staffing pattern reflects a coordinated effort among joint appointed staff in the overall planning and implementation of the program, specifically in terms of selection, training, supervision, instruction, and evaluation activities. In addition, all staff have involved themselves in working with school district personnel, especially principals and teachers, to develop positive attitudes towards the interns as qualified teachers and not simply teacher aides. Functioning as supervisors, the program staff has insured that the individual's internship will provide him with continual activities at the school sites that enable him to develop his competency as a teacher and acknowledgement from peers of this competence.

Finally, as mentioned in the previous section, the B-2 program has involved eight school district teachers in the program as supervisors. Training in clinical supervision is offered to teachers in a summer workshop led by Dr. Parker and places those teachers as team leaders in the high school summer session at Adams, which involves the B-2 interns. These teachers then return to their regular schools and function as classroom supervisors for interns assigned to their particular school.

Student Identification and Responsibilities

The Portland Urban Teacher Education Project is designed to attract and train additional Black adults for positions in the education profession, especially in Area II which contains the largest population of disadvantaged students in the Portland School system. Students are eligible for the program, which is a certification rather than a degree program, if they are within thirty hours of completion or have completed their Bachelors' Degree in an area other than education.

P.U.T.E.P. has just completed its second year of operation, and has attracted a total of forty-three students into the program. The specific breakdown is twenty-one students for the first year, twelve of whom were Black. Twelve of the total were male, with seventeen already having a Bachelor's degree. In the second year, twenty-two interns completed the program, fifteen of whom were Black. Eighteen of the total had their Bachelor's Degree. All students in the program were seeking Secondary certification, and represented broad discipline areas including Math, English, Science, Social Science and General Studies. Few of the interns had had any prior teaching experience. Also, applicants have come from across the nation, not solely the Portland area.

Numerous criteria have been established for the selection of interns into the program. Initially, a student must be within thirty hours of completion or have completed a Bachelor's degree in an area other than education. He must also desire to teach in the inner city. As mentioned above, the program focuses on attracting Black adults into the program. Past applications have been eighty-five percent white, while selection has been approximately seventy-five percent Black.

In addition to academic requirements, selection procedures focus on past experience of the interns to invite individuals who have had community or occupational experience that would provide valuable input into the program and the schools. Interns have had such diverse backgrounds as involvement in community action programs, housewives, business professions, college professors, and retirees from numerous occupations. The focus is on experiences the applicant has had in relation to academic work, expecially past experiences working with inner-city youth in other than a teaching role.

The specific selection procedure is a four stage process to bring the number selected for the program to twenty interns and two alternates. Interviews begin in the spring, and continue until selection for the beginning of the program in the summer. The process begins with an interview of an applicant at Adams High School conducted by either John Parker or Dick Withycombe assisted by current interns. Focus of the interview is on academic and personal experience background. This results in screening applicants to approximately thirty-five possibilities.

The second stage involves an interview for each applicant by the Portland Public School District Personnel Office, focusing on past experience and sharing information regarding employment as an intern with the Portland School District.

Those applicants remaining from the two above interviews, must then be interviewed by the Principal of the particular school selected by the program staff. As mentioned above, these schools are Adams, Grant, Jefferson, Washington, and Roosevelt. The prospective intern must be accepted by the site principal for selection into the program. Following this third interview, final selection is made for the twenty interns and two alternates into the program.

The fourth and final stage of selection involves intern participation in the summer program, the initial training for the intern. At the end of the Fifth Week group process activity, an alternate may replace a regular intern, based on his functioning in the group and with the high school summer session.

Upon selection into the B-2 program, the interns training as a teacher involved his time in three major integrated components for a total of one full year. These components are the initial summer session, the school year internship, and the coursework requirements for certification recommendation by Oregon State University. For coursework credit, the intern is enrolled into the certification program at Oregon State University and receives forty-eight hours course credit. Course titles and credits hours are designated by the University and are required for all students. The student spends approximately four hours per week for thirty-seven weeks in academic coursework during the school year. Intern tuition and fees are paid for from funds through the EPDA B-2 provisions, at no cost to the student.

In addition to the academic coursework, the intern participates in the summer session at Adams High School thirty-five hours a week for eight weeks. The summer session includes team teaching with regular teachers in the summer high school, group process sessions, and coursework in Race Relations, and Black History, and General Methods of Education. During the summer, the intern receives fifteen of these forty-eight credit hours, as well as a stipend of $75.00 per week plus $15.00 per week for each dependent. The summer program runs from mid-June to mid-August.

Completing the intern's teacher training program is the paid internship in one of five Portland High Schools. The internship runs from the beginning to the end of the regular school year, and involves the intern in twenty-five hours per week for thirty-seven weeks. For the internship, the intern is contracted with the Portland School District at a 2/3 full time teaching load, and receives approximately $4,000 during the school year. In addition, to his internship at one of the site schools, the intern returns to Adams High School for the academic instruction twice a week discussed above in this section.

Major Activities Within the Element

The instruction and training of the B-2 interns begins with an eight week summer session at Adams High School. Beginning in mid-June, the interns spend fours weeks at Adams, have a three week vacation, then return for an additional four weeks of instruction. The purpose of this summer pre-internship or student teaching, is to identify where the interns are in terms of teaching skills and interpersonal awareness, and move them through experiences and activities that will prepare them to effectively assume a two-thirds instructional load in their site school by September 1.

Interns begin the summer session with a four week morning experience teaching Title I summer school students at Adams. The interns are divided into five teams of four interns each, supervised by one or two Portland School District Teachers, who return to the site schools and continue the supervision of the interns. During this four week experience, interns begin to assume regular classroom activities, working with the regular teachers on planning and evaluation of their teaching skills. The interns and the supervising teachers decide prior to class time what the intern will do, whether one-on-one tutoring, small group leading, or total class teaching. In the classroom, the intern may do daily tasks on a team basis with the supervising teacher and another intern. Immediately, after the class activity, the intern and the supervising teacher analyze what happened and examine possibilities for change.

During the afternoon of these four weeks, interns are involved in activities which focus on bringing together diverse people to a cohesive group as a training element. Activities include role simulations and encounter sessions, which analyze individual behavior and attitudes in relation to working with peers. In addition, interns become familar with local community agencies that may be involved with programs of students during the school year. This is done by bringing agency personnel to Adams for discussions with interns, as well as field trips by interns to community training centers, Juvenile Detention Homes, Welfare agencies, etc.

Following the three week vacation, the interns, return for a full fifth week of Race Relations through Group Process, a group training session directed by Dr. James Goodwin, Vice-Provost at the University of Washington. As an extension of the afternoon sessions of the initial four weeks, the focus is on group process techniques primarily centered around personal race relations among the interns, that will carry through into the school year.

For the sixth and seventh weeks of the summer session, the interns spend the morning in classroom instruction and introduction to diagnostic techniques in reading and basic skills. This is a 30 hour block of instruction that provides interns with practical diagnostic skills for reading, and techniques and strategies to be employed to increase basic skill abilities of students they will work with during the school year. In the afternoon of the 6th and 7th weeks, the interns take Black History courses taught by the Black Studies Faculty from Portland State University.

During the eighth and final week of the summer session, the interns spend all their time in orientation to the site school where they will do their internship in the fall. This orientation includes intern familiarity with physical plan and resource materials available at the school, as well as meetings with school staff. Especially critical at this time is familiarity with their Department Chairman and planning sessions with the supervising teacher with who they will be working during the school year.

As was mentioned earlier, the focus of the summer program is to provide training for interns in both teaching skills and interpersonal relations. Throughout the program, attention is given to individual interns and their strengths and weaknesses as a teacher, as well as group interaction skills and behaviors, especially those concerned with race relations. Assessment of intern progress throughout the summer determines in large part the role the intern assumes at the beginning of the school year. The summer pre-internship experience is characterized by daily observation of the interns by district teachers and B-2 staff members. All teaching activities by interns are closely supervised and intern performance is daily assessed with continuous plans made for correction of weaknesses.

At the beginning of the regular school year in the fall, the interns assume a 2/3 full time teaching load in one of the five schools, working under the supervision of the teachers involved in the summer program. Responsibilities for interns include all the duties of the regular school staff, i.e. planning, sesson plans, department or staff meeting, parent-teacher sessions, planning field trips etc. The extent to which an intern assumes complete responsibility for classroom teaching depends on his performance during the summer session. A number of interns have assumed full teaching responsibility for two or three classes at the beginning on the first day of school. On the other hand, a few interns begin with observation in three classes, and progress from individual tutoring or small group teaching in one or two classes, to assuming full teaching responsibilities in all three classes later in the year. Again, however, the interns may assume regular teaching duties the first day of school, if they and the program staff feel the intern ready to do so.

In addition to a diagnosis of the intern's ability and preparation for assuming a full teaching load, an intern's time and duties may vary from school to school, as well as from intern to intern. For example, an intern may spend 80% of his total time teaching three or four courses in a self-contained classroom at Roosevelt or Jefferson in his particular subject area, perhaps, Biology. This teaching load may be without a regular certified teacher present daily in the classroom. On the other hand, an intern at Adams is usually assigned to a General Education team, and as an integral member of that team may spend two periods a day in team planning and one to three periods in classes instructing an interdisciplinary, multi-grade level course. The intern's total responsibility in daily activities depends in large part on what the team has decided will happen. The Adams intern's experience provides a better integration into a team teaching situation, which may allow for more self-pacing based on his choices and/or his team's assessment of his performance and capabilities.

Daily responsibilities of the individual interns then are dependent on two main variables: assessment of intern capabilities by supervisors, B-2 staff and the intern himself, and the structure of the site school whether it be a team-teaching situation or a self-contained classroom. In all cases, however, there is an insured progression to assuming full responsibility in at lease one to three classes during the school year. In addition, all interns are involved in extensive supervision and performance assessment at all four levels, regardless of the school site.

All interns undergo three kinds of on-site supervision, which results in analysis of performance among supervisors and interns. A common evaluation form is used by all supervising personnel, which forms the basis of recommendations for developing strengths and correcting weaknesses of intern performance. Aside from the intern's self-assessment, supervisors' responsibilities rest with three key personnel; the Department Chairman at the individual school who has gone through the summer program, and one of the B-2 staff supervisors who observes each intern at a specific school once a week.

Supervision and evaluation centers around stated criteria (laid out in "Goals of Student Teaching" Appendix E).

All supervision and evaluation activities are characterized by a four Stage process:

a) a pre-analysis session with supervisor(s) and intern on what he plans to do in class on the particular day.

b) in-class observation by the supervisor

c) immediate after class analysis by intern and supervisor on what went on in the class.

d) post-planning session with supervisor (s) and intern on how to correct weaknesses and develop strengths.

Discussion and analysis by interns and supervisors focuses on intern behavior, in both affective and cognitive domains. In addition, information gathered by all three supervisors at site schools is discussed and rechanneled into intern seminars which are the base of the coursework taken by interns during the school year. From observations and supervisor-intern discussions, curricula in the seminars is developed to meed intern needs, and interns elect coursework which will help them overcome any deficiencies evidenced through observation and analysis.

As part of the on-site observation, each intern is video-taped for a minimum of two hours, with additional video-taping arranged depending on individual intern needs. The use of the video-tape is for self-analysis and post-analysis on the part of the intern, so that he may adjust his teaching and personal behavior in the classroom. Additional video-taping is used for those interns who must see their behavior to make self-analysis and adjustments. In addition to site classroom video-taping, interns are video-taped in micro-teaching situations in the seminars, to focus on their function in groups and what carry-over this behavior has in the classroom. The micro-teaching exercise may be sequence activity, where interns plan a specific task, teach it, analyze it, and then recycle to another micro-teaching situation.

The interns interviewed for this study felt the supervisory and evaluation activities were extremely helpful. All interviewed said they looked forward to observation sessions, including the video-taping. In addition, in some cases supervision had decreased, and interns saw this decrease as evidence of confidence on the part of the supervisor, and this increased the self-confidence on the part of the intern. The interns felt they were getting the necessary support in helping them make their classes what they wanted them to be, and were becoming proficient in examining their attitudes and behaviors in relation to the needs of their students. The interns appreciated the chance to have supervisors watch for particular behaviors, and have immediate feedback from the supervisors upon completion of the class.

The B-2 staff sees itself as functioning with a "Rogerian" approach to the analysis of instruction, in that heavy emphasis is placed on intuitive abilities of interns, Department Chairman, supervising teachers and B-2 staff supervisors. The evaluation form used by all concerned with classroom supervision and analysis was not designed as a protocol or a classical analysis model of teacher competencies, but rather an open-ended tool that allows supervisors and interns to cooperate in planning, observation, analysis and replanning.

In addition to this mode of intern supervision and evaluation, any attitudinal changes among interns toward schools, teachers, and instruction is stressed. Semantic differential and critical incident tools have been developed and implemented by B-2 staff, and significant attitudinal changes are shown to have been made by interns, especially the Black males.

Completing the teacher training of the B-2 interns is the Block Seminar program offered twice a week to interns at Adams High School. While Oregon State University identifies course titles and credit hours necessary for certification through its School of Education, specific curricula, instruction, and course activities are designed, implemented, evaluated, and re-designed by B-2 staff, interns and supervising teachers. In this sense the coursework for the interns is experimental, with certain aspects changed or eliminated, and additional dimensions continuously added to the program.

The instructional component of the training program maintains common goals throughout the program, however, instructional changes are made in relation to intern needs. These common goals are outlined in Appendix A, but additional elaboration followed by brief coursework description may be useful, as it relates the coursework activities to the B-2 instructional goals.

First of all, central to all coursework, is the objective of organizing or reorganizing instructional activity to fit the individual needs of the intern in their day to day internship in the site schools. The B-2 instructional staff recognized that not all interns are at the same point in time in teaching behavior and personal attitudes. Therefore, the Black seminars are organized and designed to allow interns a variety of choices in coursework activity, as well as individual self-pacing through the instructional program. At all times during the training, B-2 staff and interns discuss and negotiate the appropriate coursework the interns should make. In some cases an intern makes his own selection. In others the decision is made by the staff. In most cases, however, coursework selection is a cooperative venture.

In addition to devising a realistic program to fit individual needs, heavy emphasis is placed on activities which allow intern to examine their own attitudes and behaviors, and provide opportunities for interns to do self-analysis and necessary adjustments, especially in roles of group interaction. These broad objectives, then, in addition to developing teaching competencies in the interns, provide the basis for the particular organization and coursework activity of the Block seminars.

Each intern spends approximately 20-25% of his time in the Block Program. They meet for all coursework at Adams High School both Tuesdays and Wednesdays from 3:15 to 5:15pm, with additional night class possibilities. All instruction is led by B-2 staff at Adams High School, with the exception of Dr. Rob Roy and possibily a B-2 intern who may be highly qualified to teach a specific area. Specific classes may change from term to term, but the overall structure with requirements and options remains essentially the same. The diagram below illustrates the general structure of the block program.

B-2 Sample Term

		Mini Course #1	Mini Course #2	Full Course	Seminar
Case Study	Independent Study	Classroom Management	Lesson Plans	ED. Psych.	Contemporary Educational Reading
		Classroom Assessment	Behavioral Objectives	or Psych. of Disadvantaged or	
		Simulations and Games	Curriculum Design	Psych. of Adoles.	

The diagram represents a sample term of intern coursework. Again, intern enrollment is based on individual needs, summer experiences, and previous experiences. Each intern is required to take three of the options diagrammed, accoriding to the following breakdown:

a) Case Study- this is required for all students fall quarter, continuous through the school year.

b) Mini #1, Mini #2, or Full course- each intern must select at least one of those three options.

c) Independent Study or Contemporary Education Reading- each intern must select one of these two if he selects only one course from group B.

Three of the total here are required for each intern each term

Within this framework, Independent Study, Case Study, and Contemporary Education Reading are offered each term. For the Mini Course sequences, new options are blocked in each term, however, two Mini Course sequences are offered throughout the school year. (See diagram) The Full Course is offered each term also, but changes from Ed. Psych to Psych of Adolescence or Psych of the Disadvantaged. If an intern can arrange his schedule, he may take more than three of the total courses offered each term.

The Case Study course, required for all interns Fall quarter, actually involves the interns throughout the year, under staff advisement. Each intern selects from his site classes, one student typical of inner city kids. During fall quarter, the coursework focuses on how to do a case study on the student, with emphasis on data collection and prescription to improve learning on the part of the student. Interns are concerned with the process and procedure of data collection, designs for descriptive analysis, and finally the design and organization of instruction to help the student. Interns may make home visits, discuss the student's problem with social workers, meet with siblings, peers, and other teachers to anlyze and prescribe education instruction for that student.

Following this procedure, the intern continues to implement his prescription for that student in his class, continually adapting throughout the year under staff advisement. In addition, all the case profiles are compiled into a total report, which is used in the Full Courses for purposes of role playing and simulation. Each intern role plays his particular student, and the group works as a whole to devise teaching strategies to meet the needs of case profile students. From these exercises, interns obtain a better sense of how students learn and are able to prescribe instruction based on data systematically collected on each student.

As was mentioned above, the case study simulations become the focus for the Full Courses diagrammed above. The emphasis in these courses is to provide interns which increased awareness and skills in the development of instruction, by recognizing the particular individual and group needs of their students. In addition, the Mini Course sequence offer interns an opportunity to concern themselves with specific skill areas in a number of related options. The Contemporary Educational Readings Seminar focuses on major works on various aspects of education providing interns with an opportunity to examine through reading and conference recent trends, theories, and approaches to education and schools.

The independent study option is offered under advisement by B-2 staff. The purpose is to enable an intern to independently examine an area of his choice. This option has the requirement, however, that the results of the study must be integrated back into one of the seminars in a presentation by the intern doing the study. In most cases, this option has resulted in a curriculum unit design by an intern, which may be video-taped in a seminar, analyzed, and adapted, and then used by the intern in his site classroom.

The significant emphasis central to all coursework, then, is a realistic approach to instruction, enabling interns to apply practical knowledge and skills when they return to the site classroom, based on individual intern needs and recognized needs of the students.

Current Operational Problems and Issues

The B-2 staff and writers identified a number of operational and conceptual problems and issues, rather than reflecting an ineffective program, this identification points to the energy and concern of the staff involved in an experiemental program. As one of the staff mentioned, the problems are not necessarily those of the program, but rather of education in general. Rather than implementing with a number of approaches, rejecting those aspects which they find by experience not to work, and incorporating and strengthening those aspects which do increase learning and indicate positive attitude change. There is constant evaluation, assessment, and recycling of all aspects of the program by all concerned. Out of this constant evaluation, specific problem areas have been identified, which lay the groundwork for future projections to be covered in a later section.

The B-2 staff expressed concern over the lateness of announcement of continued funding. Notification of funding for the following year does not come until late spring. This lateness of notification makes program announcement and interviewing a frantic effort. The program staff are given less than a month to interview over 100 applicants, put together a staff and design the instructional program for the following year. During this activity, the staff is still involved in final current year operations and evaluations. Earlier funding notification would allow staff, instruction, and intern selection to commence earlier and be fully ready for implementation for the June session.

Secondly, the staff identified problems in attraction and selection of people suitable for the program. While the project calls for selection of 75% Black adults, 85% of the applicants are white. Indeed, projections for the third year point to a selection of 75% white interms, a sharp reverse from the two previous years. The crucial problem here is the attraction of more black adults into the program.

A third crucial problem this year has been that of placement of interns in teaching jobs upon completion of the internship. Last year nearly all of the interns received contracts following their internship, mostly within the Portland schools. This year, however, only one intern is known to have a teacing contract at this time. The reason for poor placement results is not that interns are judged to be incompetent, but that there are in fact no job openings for them in education. This raises a crucial moral question of training extremely competent personnel without being able to place them in positions due to market demands, or rather the lack of them.

In line with the above, many of the staff have become concerned over the lack of a state requirement for some type of race relation training for all prospective and inservice teachers and administrators. The concern here is for the retention and selection of school dsitrict personnel who may carry attitudes and exhibit behaviors which directly and negatively effect their relationships with minority students in schools, possibly resulting in ineffective teaching and learning for students.

Additional problems recognized by program staff include staff coordination, supervision and communication of intern performance, and instructional problems. It is recognized that having five to six staff who range from .5 to .75 FTE with diverse backgrounds and other committments leads to fragmentation and lack of coordination on the part of the staff. It is hoped that with less staff on full time with the program, communication and program integration will become more effective.

IMPACT AND EVALUATION

Program evaluation by interns of the B-2 program has been positive. All of the interns interviewed related that the summer program increased their confidence in themselves as teachers, and they felt they were well prepared for their school year internship. Addtionally, they felt their experiences were extremely worthwhile in enabling them to work effectively in the schools with their students and teaching peers. The attitudinal scales mentioned earlier indicate an increase in positive attitudes towards teaching, schools, and instruction. The interns were enthusiastic about obtaining teaching jobs for the following year, yet dismayed at the lack of demand for additional teachers. They felt competent to deal with educational problems, and credited the B-2 supervising staff as having a great deal of effect on their confidence as teachers.

The B-2 staff was greatly encouraged by the interns as products. All of the staff had gone through a teacher training program at one time and had done previous supervision, but felt that the program allowed for more effective training than they had experienced before. Involved in "on the job training of teachers" raised critical issues in the mind of most of the staff involved, and they recognized the need for teacher training to get away from the often sterile training found in most colleges. The supervising staff was greatly encouraged by the extent to which they could provide additional supervising time with interns. This enabled them to observable results in intern performance. The supervisors and interns were able to reconstruct and analyze what was happening in classrooms, and recommend and implement changes that brought about results in students.

In addition, the staff saw that through focusing on past experiences of interns in the selection process, rather than simply educational background, the interns were able to offer high school students varied and valuable outlooks on life in general, rather than a simple mirror of the educational process. The interns were able to relate to their students on personal levels, not simply in teacher-student roles.

Finally, the B-2 program has undergone extensive outside evaluation by Education Coordinates Northwest, on a sub-contract through the Oregon Board of Education. While the results of that study are unavailable at the time of this writing, information concerning the study may be received by contacting:

Mr. Lee Wells
EPDA Title B-2
Oregon Board of Education
Salem, Oregon

Additional information concerning the Portland Urban Teacher Education Project can be obtained by contacting the program director, Dr. John Parker.

FUTURE PROJECTIONS FOR THE ELEMENT

In line with the operational problems and issues discussed in a previous section, P.U.T.E.P. staff have generated some specific projections for the future operations of the program. The initial change has been that of the staffing pattern, changing from the present B-2 staff with fragmented time commitments, to two full time B-2 staff in addition to the director. Dick Withycombe, present Associate Director, and June Key, formerly of the O.S.U. Teacher Corps, will share the responsibility for supervision and coursework instruction. Additional specialists will be brought in for specific assistance.

Secondly, plans are underway for additional use of Rob Roy from the P.S.U. School of Social Work, for the combining of more instruction of B-2 interns and social work interns. This addition reflects the philosophy of integrating trainees experiences and recognizing collective roles of personnel concerned with high school youth.

Thirdly, plans are underway for additional collection of data on the interns and the program in general. This reflects the need for a better communication network flow back into the Adams Center. Designs for an improved data collection and feedback system, integrating the Block Seminars and the on site internship are being considered.

Finally, the B-2 staff is seriously considering the implementation of a performance-based teacher training program incorporates elements of Comfield into the affective and intuitive training program now in operation. This projection is now at the stage of exploring possibilities of such a complementary approach. However, the staff recognizes the possible value of merging affective oriented and performance-based approaches to teacher training.

SUMMARY AND INTERPRETATIONS

The Portland Urban Teacher Education Project is characterized by a number of innovations in Teacher Education. It is a program that is evolving, especially in the areas of curriculum and instruction for teacher trainees. As such, constant evaluation and change is evident based on feedback from many levels. Rather than looking in on a particular model for educational improvement, P.U.T.E.P. experiments with and incorporates into the program vast range of resources and designs for training teachers. As such, it might be considered a high risk-high gain program. The program does, however, contain central redeeming attricutes.

First of all, P.U.T.E.P. represents a successful attempt to involve a School District, Universities, individual school district personnel, and other social service agencies in all aspects of a teacher training program. The organizational structure and personnel involvement reflect the "wholistic" approach to teacher training, through collective teaching and learning. This is further reflected in the input of diverse resources in both the summer training program and the school year component. 70-75% of all training is among complementary personnel, while the remainder focuses on individual role experience.

Secondly, the program is characterized by a strong field-centered component support by practical coursework activities. Classroom instruction is conducted on site by school district and community personnel, with emphasis on transfer to real teaching situations. Off-campus learning experiences are provided for a full year, beginning with the summer pre-internship and continuing through the school year internship.

With the full year internship, the students must learn to deal effectively on a continuous day to day basis with public school students. They cannot look forward to a short term student teaching activity as an escape from dealing with pupil's personal and learning problems. The interns learn while they do.

Thirdly, the instructional program offered to interns allows them to opportunity of alternate curricula, based on their needs and the needs of their students. In addition, the interns may proceed through the program at their own pace in consultation with their supervisors and advisors. The training activities provide them with unlimited opportunities for self-evaluation and self-analysis in a highly personalized program. Specific individual needs are identified, and interns are provided options to meet these needs and develop interpersonal and educational skills necessary for effective teaching.

Also, the program is designed to attract people from diverse backgrounds other than strictly from previous educational institutions. Interns bring into the program varied worldly resources of their own, and are usually more committed and more mature as a result of their own past experiences. Given the committment and resources of the intern, the program utilizes these and supplements them with an effective teacher training program.

Finally, the program has developed a strong affective and group oriented base of instruction. Emphasis is placed on interpersonal relations, as well as individual analysis of schools or institutions, The forces of society that influence day to day existence, and how to adapt to institutions that may not meet various individual or group needs. With these generalized goals as a base of operation, P.U.T.E.P. is now looking at the development of teacher competencies at a measurable level which may add to the existing program. The program staff is closely examining performance-based training models such as Comfield to augment the humanistic person oriented teacher training process they have now implemented.

APPENDIX A

GOALS OF STUDENT TEACHING

To provide the student teacher with carefully supervised learning activities in which:

1...He can become more sensitive to the affective and cognitive capabilities and perceptions of students and how these are related to age, sex, socio-economic level and ethnic background.

2...He can feel that a student's human worth and dignity are not dependent upon academic achievement.

3...He can, in a supportive atmosphere accepting of mistakes, gain feedback on his teaching behaviors, so that he can progress toward becoming a self-analytical and self-directed individual, who develops his own teaching style at his own rate.

4...He can begin to understand and cope with the professional responsibilities of being an educator, and to explore the range of roles within education to which he might aspire.

5...He can gain insight into the structure and functioning of schooling, and its successes and failures.

AMPLIFICATION OF THE GOALS OF STUDENT TEACHING

To provide the student teacher with carefully supervised learning activities in which...

0.1 Student teacher - an individual undertaking the advanced pre-service segment of teacher preparation in which field experiences predominate

0.2 Supervision - a specialized form of instruction in which the supervisor helps the supervisee gain competence in the art and science of teaching

0.3 Learning activities - those components of the student teaching experience which relate to the overall goals - e.g. observation, tutoring, small group instruction, large group instruction, field trips, seminars, etc.

"The student as complex individual"

1.. He can become more sensitive to the affective and cognitive capabilities and perceptions of students and how these are related to age, sex, socio-economic level and ethnic background.

1.1 Affective - feeling; relating to the emotions

1.2 Cognitive - knowing; relating to intellectual operations

1.3 Capability - potential for development or growth

1.4 Perception - awareness of objects and persons, viewed both affectively and cognitively

1.5 Age factor - that human growth, over time, progresses through various identifiable stages; behavior patterns relating to these stages should be carefully explored

1.6 Sex factor - that male and female perceptive and learning patterns vary considerably during many growth stages

1.7 Socio-economic factor - that social class and economic achievement characteristics affect perceptive and learning patterns

1.8 Ethnic factor - that racial characteristics, both genetically and environmentally related, affect perceptive and learning patterns

"The student as worthy individual"

2.. He can feel that a student's human worth and dignity are not dependent upon academic achievement.

2.1 Human worth and dignity - the value and status of being human - characteristics unrelated to morality or will

2.2 Academic achievement - the product of striving, related principally to intellectual operations; not necessarily congruent with learning

"The student teacher as artist and scientist"

3. He can, in a supportive atmosphere accepting of mistakes, gain feedback on his teaching behaviors, so that he can progress toward becoming a self-analytical and self-directed individual who develops his own teaching style at his own rate

3.1 Supportive atmosphere - an environment in which the trainee feels aided and upheld; this atmosphere should be created both by the school supervisor and the university supervisor

3.2 Feedback - data related to effectiveness of teaching performance; may be formal or informal, raw or systematized, neutral or value-laden; may be transmitted through a wide variety of media

3.3 Self-analytical - the ability to critically examine one's own teaching behavior by distinguishing between distinct subcategories of behaviors

3.4 Self-directed - the ability to integrate conclusions about one's teaching behavior into a program of improvement. The assumption is that in the early stages of trainee growth the supervisor acts as focusing agent; increasingly the trainee is encouraged to undertake a greater and greater proportion of his own planning and analysis

3.5 Style - characteristic approach to instruction and learning; a function of an individual's affective and cognitive capabilities, nurtured by experience

"The student teacher as emerging professional"

4. He can begin to understand and cope with the professional responsibilities of being an educator, and to explore the range of roles within education to which he might aspire.

4.1 Professional responsibilities - the obligations and concerns with which the emerging professional should become familiar, e.g. the nature and extent of relationships to pupils, colleagues, and the community; the production and dissemination of pedagogical knowledge

4.2 Range of roles - the assumption that the student teaching period should be used to acquaint the beginning professional with existing and prospective roles; a systematic introduction to the work of these role occupants should help the beginner determine if he is fitted for the education professions, and specifically which ones he might profitably pursue

"Schooling as an institution"

5. He can gain insight into the structure and functioning of schooling, and its successes and failures.

5.1 Structure - organizational pattern; inter-relationship of component parts

5.2 Functioning - method of operation; characteristic actions

5.3 Schooling - a systematic and structured attempt to promote learning in which groups of teachers and pupils are convened and inter-related; schooling is responsible for a small segment of human learning

5.4 Successes and failures - the assumption that schooling is imperfect and that the emerging professional should be obliged to form value judgments concerning institutional (as well as his own) competence

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APPENDIX B

THE PORTLAND URBAN TEACHER EDUCATION PROJECT: NEW CONTEXT FOR TEACHER PREPARATION

JOHN L. PARKER

PRESENTED AT THE CONVENTION OF THE
ASSOCIATION OF TEACHER EDUCATORS,
CHICAGO, FEBRUARY 27, 1971

THE PORTLAND URBAN TEACHER EDUCATION PROJECT:
NEW CONTEXT FOR TEACHER PREPARATION

I. INTRODUCTION

Adams High School, in Portland, Oregon has received considerable publicity within its first two years of existence. Among the distinguishing features of Adams High School is its "Clinical Model", an organizational pattern which includes heavy emphasis upon training and research, in addition to instruction. The Portland Urban Teacher Education Project is the direct outgrowth of this clinical model and is the most highly developed of the Adams teacher preparation programs.[1]

The main goals of the Portland Urban Teacher Education Project are, primarily, to prepare teachers to be successful with urban, disadvantaged students, and, secondarily, to bring more black adults into professional education positions. These goals are incorporated into a twelve month certification program with the following characteristics:

a. Substantial federal support.
b. Shift in locus of teacher preparation from the university to the school district.
c. Shift in responsibility of teacher preparation from the university to the school district.
d. Maximal linkage with compatible programs.
e. Emphasis upon career ladder.
f. Maximal individualization and maximal use of group resources.
g. Interdisciplinary block seminars.

None of these characteristics, looked at individually, is particularly innovative. This combination of program components, however, is unique, and bears examination.

II. PROGRAM CHARACTERISTICS

A. Substantial Federal Support

The Portland Urban Teacher Education Project began in 1968 when the planners of Adams High School discovered that it was extremely difficult to find certificated black faculty members for its new school, whose student body was projected to be twenty percent black. Other secondary schools within the Portland district were found to be equally desirous of hiring more certificated minority personnel. Neither local teacher training institutions, nor recruiting from outside the region appeared to be meeting this particular need.

Fortunately, one provision of the then recently enacted Education Professions Development Act of 1967, appeared extremely appropriate. Section B-2, E.P.D.A. gives block grants to the states to "...provide local school districts with funds to meet critical teacher shortages..."[2] E.P.D.A. B-2 aimed at giving school districts, through state departments of education, prime responsibility for training aides and teachers. Universities and other agencies could then be sub-contracted for services, as needed. This is a clear departure from most federally funded training guidelines. In E.P.D.A. B-1 (Teacher Corps), for instance, the conventional pattern is for a university to be the prime funding agent, with a school district or districts having cooperative but distinctly less responsible roles.

An E.P.D.A. B-2 grant was subsequently awarded, and the Portland Urban Teacher Education Project came into being in June, 1969, with a group of twenty-two trainees, three quarters of whom were black.

B. Shift in locus of preparation from the university to the school district and shift in responsibility of teacher preparation from the university to the school district.

The B-2 guidelines clearly gave school districts a great deal of power and responsibility. A district could conceivably send individuals either part time or full time to universities to be trained in conventional ways. This could alleviate a shortage, but might not represent an attempt to develop more effective teacher preparation. School districts could hire university people to come in to the schools and conduct professional preparation courses within the school sites. This might represent an improvement over sending trainees to the universities, as it would suggest that the teacher educators might then have more current knowledge of schooling and students.

The Adams clinical model presented an alternative hypothesis: a group of experienced, credentialed school-based teacher educators, with the aid of B-2 funding and university affiliation, could design and implement a coherent, flexible, field centered program. This hypothesis implies a third voice in the on-going argument about whom should control teacher preparation. The "classical" debate has been within universities and teacher training institutions themselves: How should the academicians and the educationists interact to produce the best possible classroom teacher? These competing forces have been both augmented and confused by state certification policies, and various arms of the N.E.A. The nation's school districts, the ultimate customers of teacher training efforts, have been remarkably silent in this debate. Some large city school districts, e.g., New York, Chicago, Philadelphia and St. Louis, do have their own certification procedures.[3] However these procedures speak to a need for maintaining insulation from political pressures, rather than a desire to have a responsible voice in teacher preparation.

Many writers have argued for a partial shift of teacher preparation from universities to schools. Others have outlined and described theoretical and actual programs. Our hypothesis, stated simply, is that school based teacher preparation programs, compared with university based programs, have a higher probability of being flexible, coherent, and integrated and likely to produce the kind of specialized teachers which school districts wish to hire.

The rationale behind our shift in both site and locus of responsibility for preparation implies some severe indictments:

1. Conventional university programs have serious deficiencies.
2. School districts have traditionally been extremely shortsighted in regard to pre-service teacher preparation, and have thereby failed to act in their own best interests.

Substantiation for the first charge is hardly necessary in 1971; substantiation of the second charge is much less common. Training theorists who favor field centered preparation accentuate the immediacy and flexibility of such programs, but shy away from pointing out historical school district myopia. Of course advocates of field centered preparation have invariably been based at universities, educational laboratories, research organizations, or other non-school district sites. And they might argue, quite legitimately, that a shift in locus does not necessarily imply a shift in responsibility.

Fortunately conditions in Oregon were conducive to P.U.T.E.P.: the Portland schools, already heavily involved in experimental curricular and training programs, were eager; the state department of education desired substantial reform in both teacher preparation and certification; Oregon State University approved the program goals, gave joint-appointments to some of the Adams staff, and supplied other faculty members for full-time work in Portland.

C. Maximal linkages with compatible programs

Adams High School, due to its heavy involvement in research and training, offered a rich set of inter-relationships. Exclusive of P.U.T.E.P., approximately sixty interns or student teachers were trained in 1969-70, while ninety will be trained in 1970-71.

Training agreements were undertaken with Portland State University, the University of Oregon, Reed College, and Lewis and Clark College. Adams was also the training site for E.P.D.A. Career Opportunities aides, and O.E.O. New Career aides and a social work training team, from the Portland State University School of Social Work, funded by the National Institute of Mental Health. Adams has an E.P.D.A.-S.P.U. differentiated staffing grant, which promoted in-service training for a number of educative roles at Adams and at an innovative middle school.

Linkage possibilities range from low level dovetailing of films and speakers, to more complex inter-relationships. An example of these more powerful linkages exists in the joint training of supervisors (under E.P.D.A.-S.P.U.) and our P.U.T.E.P. interns in a five week summer school.

Another example is inter-professional seminars involving both staff and trainees of the social work training project and P.U.T.E.P.

The existence of these training programs in conjunction with parallel research and developmental programs, and the Adams experimental instructional curriculum, engenders an exciting atmosphere in which to become a teacher.

D. Career Ladder

The Adams training model was heavily influenced by Pearl and Riessman's New Careers for the Poor. Dr. Pearl has also been a consultant and adviser at Adams since the initial planning. New Careers and Career Opportunities Programs provide useful stepping stones to P.U.T.E.P. The B-2 guidelines allowed for admission to teacher training of either bachelor's degree holders, or individuals within 30 credit hours of receiving a degree. This latter provision was extremely useful in allowing entry of highly qualified black candidates who had not been able to complete their bachelor's degrees. In the first cycle four individuals received bachelor's degrees through O.S.U. in addition to their certification; two men were able to complete bachelor's degree programs that had been interrupted for over twenty years.

P.U.T.E.P. has been able to begin building a modest post-program ladder as well. One member of the first cycle has been placed in a pilot administrative training program (funded under a concurrent E.P.D.A. grant), while a second is being supported by P.U.T.E.P. funds to begin a counsellor certification program through O.S.U.

III. TRAINING CHARACTERISTICS

As stated previously, the training objectives of P.U.T.E.P. involved development of a flexible, coherent, integrated certification program. The various theoretical courses are designed to be interdisciplinary and the theoretical courses to be carefully dovetailed with practical experiences. These objectives are made much more feasible by having the course instructors school based persons, who, for the most part, also acted as tutorial supervisors of the interns.

A. Overview - P.U.T.E.P. is a twelve month program with the following sequence of experiences:

1. An eight week B-2 stipend supported summer session. Five week segment with half time student teaching, and half time student teaching related interdisciplinary block seminar; and a three week full time block seminar.
2. During the academic year, 2/3 time school district paid internships in nine Portland schools, linked with interdisciplinary block seminars twice weekly at Adams High School.

B. The Nature Of The "Block" Program

The group oriented, inter-disciplinary program contains two main thrusts: An affective thrust, and a cognitive thrust.

1. The affective thrust. A block program in which group process or human relations values are emphasized yields the following advantages:

a. It offers, within itself, a process model. That is, the group could continually examine itself and its interrelationships as a laboratory experience analogous to the various groups which trainees teach.

b. It offers the opportunity to explore such issues as leadership, decision-making, power, persuasion, affection, problem-solving, and consensus.

c. It offers the possibility of setting up a positive environment into which individuals can place their problems and concerns, and have them dealt with in a supportive manner.

d. If all administrators, supervisors and instructors share these experiences with the interns, there is a higher probability that all members of the project will maintain honest and useful communication throughout the duration of the program.

The affective thrust is promoted by the small numbers in the program, and the fact that administration, instruction, supervision, and counselling are done by the same five individuals. In addition, consultant services of the American Management Training Services Corporation of Pittsburg, California, helped to give the trainers and trainees a sense of commitment and candor during the initial summer training.

At this point I should state a clear bias, which applies not only to P.U.T.E.P., but also to Adams' efforts in other contexts. Quite simply, we felt that the affective atmosphere of schooling (and by extension, training for schooling) was the most critical area to alter. Therefore we made the affective thrust for both Adams and P.U.T.E.P. the highest priority. In a program which attempted to train black teachers to enter what may be perceived as an alien system, the affective or supportive qualities of preparation are viewed as crucial.

2. The Cognitive Thrust

The cognitive thrust in teacher preparation should include acquisition of skills, and understandings, which lead to effective student learning. Both B-2 nationally, and the Oregon State Department of Education are committed to performance based teacher preparation. In the first two cycles of P.U.T.E.P., however, we have quite frankly moved only at a snail's pace toward a true performance based program. This is partly due to our affective priority, partly because we have few operationally visible performance based programs to learn from, and partly because we suffered from a heavy demand to become operational with all speed. Our short range efforts, therefore, involved taking old course titles and re-emphasizing, reorganizing, augmenting, and deleting topics which conventionally are subsumed under these titles.

In our view a block program has the advantage of dealing with topics, problems, competencies and concerns in an inter-disciplinary fashion. The program provides for wide choices of experiences which are examined in a way which aims at being flexible, vigorously analytical, and intellectually stimulating. The block seminar has the following specific qualities:

1. It is an outgrowth of the perceived or felt needs of both the trainers and trainees.

2. It ranges from the theoretical to the specific, with trainees being involved in both phases of instruction.

3. It involves a team of instructors with individualized strengths and a willingness and ability to plan together, sometimes teaching individually, sometimes teaching together.

4. It allows an individual trainee to act as a primary instructor during a sequence of instruction, should that instruction focus on an area of his strength.

5. It involves multi-consultants and related field experiences tied integrally to the over-all instructional program, thereby extending the range of skills and competencies beyond those held by the team of primary instructors.

6. It is flexible and combines elements of individual instruction, small group instruction, and whole or large group instruction. These various patterns of instruction are utilized depending upon the generalizeable nature and/or interest of the subject being presented.

Our long range goal is to adapt our instruction and supervision to a fully competency based program, but one which still retains a strong affective flavor. A competent teacher knows some things, feels some things and does some things, with and for students. We are striving for a balance of knowing and feeling within the doing context of performance.

C. Role of Individual Supervisor-Instructor

The supervisor-instructors are the crucial intermediaries in the preparation program. They are the direct connection of the program to the individual trainee. Ideally they are a supportive source of information and guidance. They each have unique skills in instruction and analysis of instruction upon which the interns can draw. Inevitably they evaluate the performance of the interns. Collectively they construct the block seminar. One instructor supervises six P.U.T.E.P. interns in two other buildings, four other non-P.U.T.E.P. interns at Adams, and has the overall responsibility for coordinating the block seminars. A second instructor teaches one half time at Adams, and supervises P.U.T.E.P. interns in three other buildings, in addition to his seminar responsibilities. A third instructor has P.U.T.E.P. administrative duties, supervises interns in three buildings, and teaches within the block seminar. This year the overall staff includes five individuals, three white, two black.

The supervisor-instructor is the key to individualization of the program for trainees. He is able to view trainees in many contexts:

1. As a member of the teaching team in which he interns.
2. As a classroom teacher, in large group, and small group settings, as well as working with individual students.
3. In the tutorial context of lesson planning and evaluation sessions.

4. In the context of the block seminars.

5. Through the written work that he turns in.

6. In a social context,...playing cards, drinking beer, etc.

7. By seeing and talking to other instructors and trainees who see the trainee in each of these settings.

IV. RESULTS

The goals of P.U.T.E.P. as stated earlier, are to prepare teachers to be successful with disadvantaged students, and to bring more black adults into professional educational positions. With one cycle completed, and the second in process, we have some evidence that these two goals have been at least partially fulfilled.

During the first cycle of P.U.T.E.P. we admitted and initiated teacher preparation for twenty-two adults, of whom fifteen were black, and seven white. Of those admitted, eighteen completed the entire program and were certificated, twelve black and six white. As of January, 1971, sixteen of those completing the program were working in schools, of whom twelve (nine black and three white) were employed within the Portland schools. In a year in which jobs were extremely difficult to get, a higher proportion of P.U.T.E.P. graduates found jobs than the graduates of any other teacher preparation program operating within the Portland schools. This index, allied with statements by school principals, leads us to the conclusion that our goal of producing the kind of specialized teachers which school districts wish to hire has been reasonably successful. Despite the extremely small numbers, the black teachers hired by the Portland School District from P.U.T.E.P. represented a 30% increase in the total number of certificated black teachers working in its secondary schools!

By the mid-point of the first cycle, we were given a great deal of encouragement to continue the program for a second cycle. Unfortunately a reduced amount of federal was available. The Portland School District, however, increased its proportion of funding from just over 20% the first year, to just under 60% the second year. This increase suggests substantial school district support for the program.

Admittedly, the number of trainees hired, and the proportion of school district budgetary support, are extremely gross and tentative measures of program quality. Our process and product evaluation have been very limited, partly by design and partly by accident. As might be expected, our evaluation efforts have centered upon noting changes in attitude. The first cycle were administered "critical incident" tests, as well as a series of semantic differential instruments. Rough findings (limited, of course, by our extremely small numbers) lead us to the conclusion that there was a statistically significant shift towards the positive in group attitudes toward teaching and schooling, Particularly interesting was the positive shift in attitudes by the black men in the program; a substantially greater shift than for black women or for white men or women. In future programs we plan to concentrate on measuring gains in cognitive competencies and skills, as well as to refine our procedures for measuring affective change.

As can readily be ascertained from this paper, our notions of altering teacher preparation, in addition to being affectively oriented, are very *structural* in nature. We emphasize concepts such as *where* something should happen, *who* should be responsible, *what* (but not as explicitly *how*) certain kinds of theory and experience should interconnect. In our analysis of the anomalies of schooling and training, however, we see structural change as a crucial first series of steps.

In conclusion, P.U.T.E.P. is attempting to revise the context and process of teacher preparation in the same sense that Adams High School is trying to revise the context and process of schooling. Initial results for both are encouraging; a great deal of additional work must be done to properly evaluate these revisions.

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[1] For a more complete description of the training model, see Parker, John L., "Personnel Training at John Adams High School", in *Curriculum Bulletin*, No. 38, College of Education, University of Oregon, Eugene, Oregon, January, 1970.

[2] Fasteau, I. Jack, "First Annual Report, State Grants Program, E.P.D.A. B-2 H.E.W., November 5, 1969, p. 1.

[3] Silberman, Charles E., Crisis in the Classroom, (N.Y., 1970), p. 433.

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Chapter 8

Title: Education Professions Development Act Reading and
Language Arts Inservice Training Program

Institutions Involved: Department of Education
Portland State University
Portland, Oregon

John Ball, Sabin, Abernathy, and Whitman
Elementary Schools, Portland, Oregon

Individual Interviewed: Dr. Collin Dunkeld
Associate Director of the EPDA Reading and
Language Arts Inservice Training Program

OVERVIEW OF THE ELEMENT

This element was designed to improve the teaching of Reading and Language Arts in the four involved Portland schools. Through this element, a teacher is introduced to various methods of teaching new materials, and evaluation procedures to enable him to utilize new teaching techniques for his own classroom.

The introductory phase of this element was a ten day summer institute for principals, teachers, parents, and aides. In this portion of the element, approaches to the teaching of reading and language arts skills were dealt with in a series of lectures and workshops.

During the school year, thirty-six teachers came to the University campus for classes one day a week while substitute teachers, provided by the grant, taught in the teachers' home classrooms. In these classes the teacher was introduced to various methods of teaching language arts, different materials for use in the classroom, evaluation techniques and the study of research projects to enable the teacher to make use of their findings.

The element was designed by Portland State University. Involved teachers attending the sessions received eighteen quarter credit hours. Functioning concurrently with the program for the teachers, was a similar program for parents. The subjects dealt with were in the same areas as the teachers' program, but topics were not as numerous nor in the same depth. The nineteen parents were involved in the element for one morning a week. The principals and aides were involved in this portion of the element, and plans have been made to include a new group of aides and parents for approximately one-half day a week in the final phase of the program next year.

CURRENT OPERATIONS OF THE ELEMENT

Context within which the Element Rests

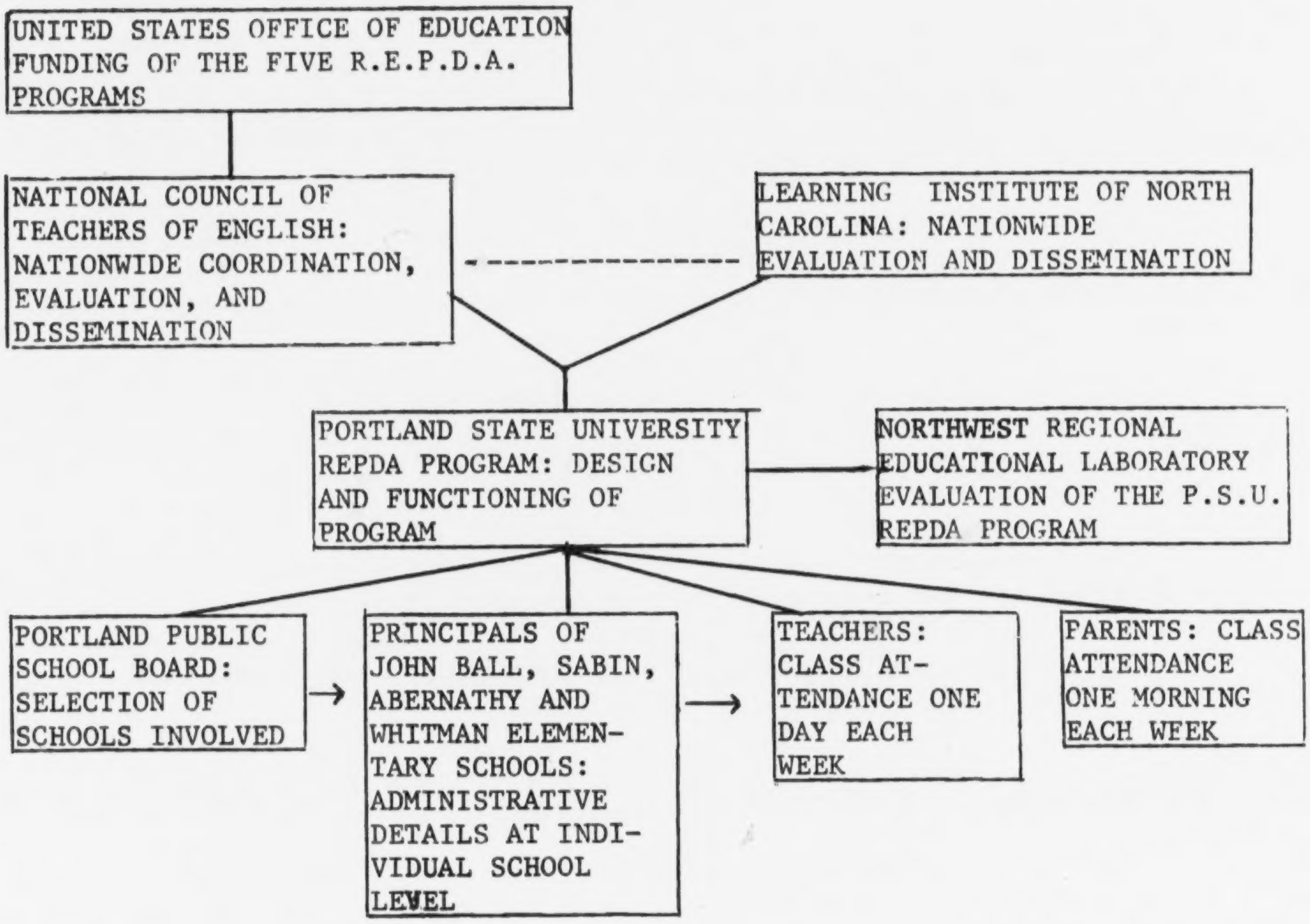
It has been discovered through research that many children cannot relate concepts they are exposed to, cannot critically evaluate those concepts, and hence, have no base for solid communication with others. In an effort to change this situation and to demonstrate to other schools how language skills can be improved, the U.S. Office of Education funded the Portland State University program and four other similar programs in the United States.

The U.S. Office of Education designated the National Council of Teachers of English (NCTE) as the coordinator of the five REPDA projects located in Portland, Berkeley, Philadelphia, Columbus, and Chapel Hill. The NCTE will cooperate with the Learning Institute of North Carolina (LINC) in the evaluation and dissemination of information about the five programs. Each of these projects is unique, but follow the same basic guidelines and objectives.

For aid in specifying objectives throughout their program and as a means to evaluate the process functioning, the element at Portland State University has worked closely with the Northwest Regional Educational Laboratory. The results will be used as a gauge of the successs of the element, and will be made available to the NCTE and LINC to aid national evaluations.

The element is an inservice teacher, parent, aide, and principal training program. It was designed by the project staff according to the provisions established by the National Council of Teachers of English (NCTE) and the guidelines set up by Dr. William Jenkins, Dean of the School of Education, PSU. The program was accepted by the Portland Public School Board who chose the four schools fitting the design of this element. The students, teachers, and parents are, in grades 1 through 4 of the John Ball, Sabin, Abernathy, and Whitman elementary schools in Portland.

The interrelation and responsibilities of each group involved is shown in the following diagram:


UNITED STATES OFFICE OF EDUCATION FUNDING OF THE FIVE R.E.P.D.A. PROGRAMS
NATIONAL COUNCIL OF TEACHERS OF ENGLISH: NATIONWIDE COORDINATION, EVALUATION, AND DISSEMINATION
LEARNING INSTITUTE OF NORTH CAROLINA: NATIONWIDE EVALUATION AND DISSEMINATION
PORTLAND STATE UNIVERSITY REPDA PROGRAM: DESIGN AND FUNCTIONING OF PROGRAM
NORTHWEST REGIONAL EDUCATIONAL LABORATORY EVALUATION OF THE P.S.U. REPDA PROGRAM
PORTLAND PUBLIC SCHOOL BOARD: SELECTION OF SCHOOLS INVOLVED
PRINCIPALS OF JOHN BALL, SABIN, ABERNATHY AND WHITMAN ELEMENTARY SCHOOLS: ADMINISTRATIVE DETAILS AT INDIVIDUAL SCHOOL LEVEL
TEACHERS: CLASS ATTENDANCE ONE DAY EACH WEEK
PARENTS: CLASS ATTENDANCE ONE MORNING EACH WEEK

Staff Identification and Responsibilities

Five University staff members are involved in the operation of the element:

Dr. William Jenkins, Dean of the School of Education at Portland State University, has .20 F.T.E. allotted for the element. Dr. Jenkins is responsible for the overall planning of the element, fiscal reports, staff assignment, and policy. He participates as an observer in the teachers' classrooms, but this is not an official function.

Dr. Collin Dunkeld is officially designated .67 F.T.E. on the element, but is in effect, full-time. He coordinates the instructional sessions for the teachers and the parents in addition to observation of teachers in their own home classrooms.

Jean Bolos and Margaret Jones are both allotted 1.0 F.T.E. and do demonstration and observation in the teachers' classrooms. In addition, Marion Zollinger, is allotted .50 F.T.E. as an observer.

In addition to these five staff members, there are three graduate students working with the element for about 1/3 of their time. All of the students have been doing an evaluation of pupils' progress by collecting written and oral work from 3 pupils in each classroom. One of the graduate students has been involved in library research, screening and summarizing various materials for use in the teachers' and parents' instructional sessions. the clerical work has been handled by an advisor assistant (.75 FTE) and by a half-time secretary.

Consultants have been called in to work with the element. This is in addition to the work done by the three people from Northwest Regional Educational Laboratory who have devoted their attention to program evaluation.

All decisions for the element are made jointly by the five major staff members through Dr. Jenkins. Data for decisions come from the Northwest Regional Educational Laboratory, from teachers, parents, and principals, and from the experiences of the five staff members.

To represent the teachers, a feedback committee was established This group has met several times and has been of importance. In one instance especially, all concerned felt that certain class sessions had been ineffective and with the help of this group, the classes were steered back into an acceptable direction.

Student Identification and Responsibilities

Fifty-five students are currently enrolled in the element. Thirty-six are inservice teachers and nineteen are parents. Of the teachers, there are thirty-four females and two males. All teachers are Caucasians except for two Negroes and one person of Oriental heritage. Of the parents, there are eighteen women and one man. Only one parent represents a minority group.

The teachers within the element have a broad range of experience. Several of the most experienced people were very close to retirement age. There was some question about trying to bring about change in these more established teachers, but it was found that they were very open and willing to experiment.

The responsibilities of participants within the element are class attendance and the completion of assignments. The inservice teacher attends class one day a week during the school year and the parents attend class one morning a week for the same period of time.

The decisions for the element are made by the faculty at the University, but the teachers provide feedback with a committee that meets independently and then reports any opinions voiced. This group has been of definite value in decision-making on several occasions.

The final decisions of what is to be incorporated into the classroom are left up to each individual teacher. Although aid and instruction are given, the teacher is to make the decisions as to which techniques are appropriate for the class and his personal style.

Major Activities Within the Element

Incorporated in this element were both a Summer Institute and class sessions during the school year. The Summer Institute consisted of ten days of lecture and workshop experiences dealing in general ways with reading and language arts skills.

The focus of the summer sessions was the discussion and evaluation of basic teaching techniques for reading. The characteristics, various strengths and weaknesses were discussed for the phonics approach, the linguistics approach, the language experience approach, and the basal reader approach. There were discussions on teaching reading comprehension and the advantages and disadvantages to various kinds of pupil groupings. In addition, there was a voluntary portion on classroom media in which different kinds of instructional materials were presented and discussed.

The people involved in the Summer Institute were the cooperating principals, teachers, parents, and teacher aides. There was no division of these groups and all attended the same lectures and workshops.

During the school year the only groups involved were the teachers and the parents. As the year progressed these groups worked more and more separately until the third quarter when each group was working independently. The reason for this was that parents came to the University one morning each week as opposed to the teachers who spend a complete day. The teachers, therefore were advancing farther than the parents and the combination of the groups only involved repetition.

The material discussed in the classes for the teachers was a continuation of Summer Institute content. The professors had learned from experience that many teachers are lacking even in the fundamentals of reading instruction. For example, often the phonics method was rejected by a teacher without a working knowledge of what the phonics method involved.

The work done by the teachers, equivalent to 18 quarter credit hours, is distributed in five basic areas. These areas are: language arts, media, evaluation techniques, childrens' literature, and research projects.

In the Language Arts area, the four basic methods of reading instruction were further explored. In addition, various techniques were discussed as how to motivate a child to read and how to individualize a reading program.

The media portion placed an emphasis on materials and their use. The teachers were shown how to make best use of materials and how to successfully incorporate them into their classroom teaching. An example from this class, "The Audio-tape Project", is included at the end of this case profile.

The study of evaluation techniques included the administration and interpretation of six reading tests, how to compute reading expectancies how to identify reading problems and other related topics. (See Winter Quarter Evaluation included in the Appendix). Stated in the Appendix are the requirements and behavioral objectives for the teachers involved in this course of study.

The study of children's literature included the reading of many children's books. The teachers were then instructed to begin class libraries and management practices for efficient use of these libraries. In addition, the reading of literature aloud to the children was emphasized. It was decided that oral reading in the home classroom would not be evaluted in order to allow the teacher the chance to experiment. This move has been successful. Teachers discuss this experience frequently and have indicated they have a growing repertoire of books because of the exchanges in the University classroom. They have also indicated a growing competence in their oral reading skills and a corresponding increase in their children's motivation to read.

The course of study also included discussion of research projects. The teachers all participated in a limited way in data collection for a study of children's independent reading habits. The University staff then collated the information and jointly with the teachers analyzed the results and the implications. The purpose of this activity was participation on the part of the teachers so they could better understand what is involved in a research project. As part of this course work, the teachers also read and discussed four summaries of studies in elementary education.

For each aspect of the element on the University campus, objectives were stated and evaluation was based on the completion of those objectives. The teachers' work in the home classroom, however, was not evaluated, to allow room for experimentation. Four days a week, observers would go out to watch the teachers, to work with them, to demonstrate techniques, and to offer any suggestions they felt would aid the teachers' progress. After the observation session, the teacher was presented with a record of what was noticed. It is to be emphasized that the purpose of observation was to provide the teacher with a better understanding of his personal strengths and weaknesses. The observations were not used to evaluate a teacher's work within the element.

In order to gain an idea of the effect of the element on the teachers involved, the Northwest Regional Educational Laboratory was asked to observe participating teacher's classrooms. A few of the items they were asked to evaluate are as follows:

Reading Materials

a) The child is interested in the selection.
b) The child knows what it is about.
c) The child has enough background to understand the selection.
d) The selection has some relation to the child's experience.
e) The child has an indication of coming vocabulary.

Skills Sessions

a) The words are familiar to the pupils and are part of their vocabulary.
b) The skills sessions are lively.
c) The skills sessions are brief.
d) The children comprehend what is involved in the exercises.

An additional means of program evaluation and for a statement of learning goals was the pre-test/post-test for each area of study. A test was prepared and was given at the beginning of the quarter and again at the end. Examples of questions on these tests are:

> If you had a reticent child in your classroom, how could you encourage him to participate in coversation?
>
> State five practices you might use to increase the objectivity of written compositions.
>
> What activities can a teacher use to facilitate written composition during the period when the pupil is struggling with the mastery of the mechanics of writing?

In addition to these tests, the teachers have assignments and projects to do such as: "Evaluate the materials presently used in your classroom. What are they used for? Why are they used?"

Credit for each quarter's work is dependent on the results of the post-test and the successful completion of assigned work. An example of requirements can be found in the Winter Evaluation included at the end of this case profile.

Parents: The parent's instruction in the element was concerned with showing ways a child can be assisted at home with his reading and language arts skills. Throughout the classes, the relationship between the home environment and a child's success in school is stressed. In addition to their study at the university, most of the parents were involved in the public schools as volunteer help.

The parents met one morning each week for a class which discussed such topics as purposes of textbooks, sequence of word recognition skills, how to work with individual children, and how to work with groups. In addition, there were various projects. For example, the parents visited four libraries: two school libraries, a public library, and a bookmobile. In this exercise, the parents were given specific items to deal with: cataloguing, how to find a book, how to help a child find a book, categories of books available, and how to judge the level of difficulty of a book.

For their attendance in class, the parents were paid $1.60 an hour. Most parents did additional volunteer work in the schools. Having parents in the classroom has been very effective. It has been found that with four or five minutes of explanation by the teacher, a parent can work for about an hour and fifteen minutes with the children. The role of the parent is at the disgression of the teacher, but there are several things a parent usually does. If the teacher is not having much success with a child, the parent may work with that individual. The parent might do group projects such as workbook exercises or he may read the children stories.

To evaluate the effect of the parents' role in the classroom, the Northwest Regional Educational Laboratory did a critical incident test with the principals. In addition, each teacher keeps a log of the parents' involvement and of how the parents' are utilized in the classroom.

Current Operational Problems

So far, there is only one basic problem that has occurred within the element. It has been found that the assimilation of valuable ideas has been difficult because of the relative concentration of content. Teachers were found to drop certain methods prematurely. It is felt, however, that this has been offset by the fact that the quality of the home classroom teaching has improved and that the teachers have incorporated many of the presented techniques into their style of instruction.

IMPACT AND EVALUATION OF THE ELEMENT

The impact of the element, at this point, is mostly in unquantified terms. The teachers are very excited with the program and have incorporated many of the ideas into their classroom instruction. The principals and administrators, too, have been pleased with the quality of the program. In fact, all four schools involved asked that the program be continued next year and to make this feasible, the Portland Public Schools volunteered to provide some funds for this purpose. As far as the improvements in classroom teaching, this will be more quantified when the evaluations are completed.

Evaluation of the element as a whole is being done by three groups. Northwest Regional Education Laboratories (NREL) is doing the more immediate evaluation. During the Summer Institute, an observer was placed in the University classroom to give daily feedback on the effectiveness of the day's lectures. Presently, one component of the element is observed each Thursday. Also the NREL observed each teacher's home classroom twice in the course of this school year as discussed previously.

Overall evaluation of the project when completed will be done by the National Council of Teachers of English (NCTE) in cooperation with the Learning Institute of North Carolina (LINC). The findings of these evaluations will be disseminated by the NCTE, which is the largest subject-matter organization for teachers in the nation, thus assuring broad dissemination.

In the course of his work with the program, Dr. Dunkeld has revised many materials used in his undergraduate class. He also brought a group of students into cooperating teachers' classrooms for a total of 4 hours of observation, thus providing a link between some of the students at Portland State University and some of the public school teachers. Dr. Dunkeld feels that the element, as a whole, has had a beneficial effect in bringing the University and the public schools in a closer sphere of good relations.

FUTURE PROJECTIONS OF THE ELEMENT

This program has been funded until December 1972. The teachers' function in the program will be similar to their present role. The same teachers will continue their study of reading and language arts with increased use of diagnostic tests and specific corrective materials. The teachers will be aided in the design of their own corrective materials and in the use of those that are commercially prepared. The close guidance and demonstration in the home classroom will continue with the addition of video-tapping. This technique will hopefully make the teacher more aware of his strengths and weaknesses and to identify what areas of his teaching might need improvement.

With the new school year, a new group of parents will participate. The program for these incoming parents will be essentially the same as the one previously described. In addition to the parents, aides will be incorporated into the element, at the request of the principals. Because there were no financial provisions made, the University will be unable to pay the aides, but the cooperating principals have agreed to release them for a class session once a month.

At the end of the next school year, the total program will be formally evaluated and the NCTE will disseminate the results to aid in the planning of furture programs with similar goals.

SUMMARY OF THE ELEMENT

The REPDA program at Portland State University has involved, at various steps, principals, teachers aides, teachers, and parents. The element is at the level of full implementation and was designed to improve the reading and language arts skills of children in grades one through four in four schools.

The first phase of the program was a ten day Summer Institue which involved principals teacher aides, teachers, and parents. Because of budget cut-backs, plans for summer institutes in 1971 and 1972 were eliminated. In this Institute, various approaches to the teaching of reading skills were discussed in addition to such topics as teaching comprehension skills and class groupings. Also included were voluntary discussions of teaching media and techniques for their effective use.

During the school year, teachers from the cooperating schools came to the University one day a week. In the course of nine months, the teachers were involved in language arts, media, evaluation techniques, children's literature, and the study of research projects. This course work was equivalent to eighteen quarter hours of University credit.

Objectives were stated for the class work at the University which often involved information derived from the home classroom. The teachers work in their own classrooms, however, was not evaluated to allow teachers the freedom to experiment. Teachers were supervised frequently in their own classrooms and were helped by the University staff members to understand their personal strengths and weaknesses. If a person needed help with a particular problem, the supervisor would try to give help in any way he could.

The parents also came to the University, for one morning each week. These sessions were more general than those of the teachers and focused on methods for parents to assist their children's reading and language art skills at home. Discussed were various topics such as the purposes of textbooks, the sequence of word recognition skills, the effective use of the library, and how to work with various groupings of children.

Evaluation of the effectiveness of the teachers and parents in the classroom and the overall evaluation of the program is being handled by three groups. The Northwest Regional Educational Laboratory is handling the process evaluation of the program, helping to clarify objectives, to define goals, and to evaluate the movement of the element. The final evaluation will be done by the National Council of Teachers of English (NCTE) in cooperation with the Learning Institute of North Carolina. This evaluation will be in conjunction with the evaluations of the four other related REPDA programs across the United States. The results of these evaluations will then be disseminated across the nation by the NCTE.

The University staff members designed the program according to the guidelines set up by the NCTE and by Dr. Wm. Jenkins, Dean of the Portland State University School of Education. Although assistance was asked from the cooperating schools, the University made all final decisions as to the content of the program. The teachers involved do not have a part in the decision-making, but a committee was established to give feedback and has, on several occasions, been effective in changing the course of the program's direction.

The impact of the element is, at present, mostly in unquantified terms. The reaction of all involved, however, has been very favorable. The teachers have been very pleased with the element, and have incorporated much of what they have learned at the University into their classroom teaching. The schools involved all asked for the continuation of the program, and to facilitate this, the Portland Public Schools have volunteered some funds for this purpose. More definite statements on the success of the program will be available when the evaluations are completed.

APPENDIX A

EPDA Reading and Language Arts Institute
Portland State University
Fall, 1970

Audio-tape Project

A. Types of tapes

1. Story readings
2. Listening comprehension
3. Spelling
   a. Drill - - administration and self-evaluation
   b. Teaching spelling rules
4. Vocabulary development and word usage
5. Listening discrimination
6. Creative expression stimuli
7. Phonics exercises

B. Preparation of tapes

1. Script development
   a. Content -- length, include self-evaluation, etc.
   b. What material will accompany tape --books, worksheets, pictures, etc.
   c. How will it be used --individual, small groups, entire classes........
   d. Type of presentation--reading, live sounds, dramatization, excerpts of recorded materials, cuing for student actions such as page turning, etc.
2. Accompanying material
   a. Pictures or objects
   b. Books
   c. Worksheets

C. Worksheet development

1. Student reading level determines type of response requested
2. Includes illustrations when applicable
3. Allow time for response or have student turn off tape
4. Provide for self-evaluation if possible--either on tape or an answer sheet.

Proposed plan for laboratory activities

-- Review possibilities for tape project

-- Divide into teams for project planning along lines of similar interests

-- Design scripts and worksheets

-- Produce tapes in schools or at KBPS

Appendix B

PSU EPDA Reading and Language Arts
In-Service Training Program

Winter Quarter Evaluation

The combined work of the winter quarter is equivalent to the work of two courses: Developmental Reading and Curriculum Materials.

A number of objectives have been stated on the accompanying sheet, Selected Behavioral Objectives for the Elementary School Teacher of Reading. In addition, a number of class projects and individual projects have been planned. Most of these projects have been designed to acquaint teachers with tests, materials, and procedures of value to the classroom reading teacher. Evaluation of the teacher's performances will be made as follows:

Developmental Reading

1. Administration and interpretation of the following tests:

   Wepman Auditory Discrimination Test
   Durrell Learning Rate Test
   Mills or Harris Learning Methods Test
   Informal Reading Inventory (at least two to be given)
   Dolch List of Basic Words
   Roswell Chall Diagnostic Reading Test

2. A proficiency test on recording and interpreting informal reading inventories.

3. The computation of reading expectancies for at least two members of the class.

4. The identification of scheduling problems in teaching reading.

5. Selected items from a written test based upon the list of behavorial objectives.

Curriculum Materials

1. A description of procedures and materials suitable for independent activities in reading and language.

2. The writing of questions about reading passages to accomplish appropriately stated objectives.

3. The computation of the readability of selected library books.

4. Selected items from a written test based upon the list of behavioral objectives, particularly those requiring knowledge of curriculum materials.

Appendix C

Selected Behavioral Objectives for the Elementary School Teacher of Reading

1. a. I can write a schedule for a week's work in reading instruction using a variety of appropriate materials and using whole class, small group, and individualized organizational patterns as they are needed.

   b. I can describe examples of each of the items named on the schedule.

2. I can describe a sequence of nine elements of a reading lesson and plan and teach a series of reading lessons containing those elements.

3. I can state the essential characteristics, the strengths and the weaknesses of the following approaches to the teaching of reading:

   Traditional Basal Approach
   Phonic Approach
   Language Experience Approach
   Linguistic Approach

4. I can list a sequence of word recognition skills, give an example of each, and state a reasoned opinion on the effectiveness of each.

5. Given a list of mispronunciations made by a child on words which conform to widely accepted phonic generalizations, I can supply for each word other examples which follow the generalization and can give the child a rule which will help him arrive at the pronunciation of the word.

6. Given a list of words of more than one syllable which conform to widely accepted generalizations for syllable division for assisting word-recognition, I can divide the words into syllables according to the generalizations, state the generalizations and their common exceptions, and supply other examples of each.

7. I can state six general characteristics of readiness for beginning reading instruction and describe methods by which each may be assessed.

8. I can list at least twenty activities suitable for children before the commencement of a program of reading instruction, and I can state at least one specific purpose served by each activity.

9. I can define and give examples of four kinds of questions suggested by J. Gallagher to match four thinking abilities identified by J.P. Guilford.

10. Given examples of questions about a reading passage, I can classify each according to Gallagher's system.

11. Given children's scores on informal reading inventories, I can select appropriate levels of material for independent reading, and I can describe the relationship between the children's development in word-recognition and reading comprehension

12. Given copies of reading passages and tape recordings of children's reading, I can indicate whether the passages are too easy, appropriate, or too hard for use for reading instruction with those children.

13. Given children's ages, present grade levels, I.Q.'s and current levels of reading achievement, I can use an approved method to compute a reading expectancy for each child and I can indicate which children, if any, are not making progress commensurate with their ability.

14. I can state a rule of thumb for estimating the range of reading achievement at any given elementary grade level.

15. I can state at least four valid criticisms of the traditional three group organizational pattern for teaching reading.

16. I can state at least six measures a teacher may take to meet the criticisms leveled at the traditional three group plan while continuing to use grouping as a basic organizational plan.

17. Given a record of a child's performance on a word list, I can classify the errors into categories which have meaningful implications for instruction.

18. Given any of several commonly encountered word-recognition difficulties, I can prescribe appropriate instructional measures and materials.

19. Given the information that a child is weak in reading comprehension I can state at least six subskills of reading comprehension that I would wish to examine and I can describe a procedure to do so.

20. Given any of serveral commonly encountered comprehension difficulties, I can prescribe appropriate instructional measures and materials.

21. I can describe a conventional method and a recently proposed method for estimating the difficulty of a reading passage.

22. Given pairs of reading passages I can indicate which is probably the easier passage or whether the two are about equally hard.

23. I can contruct, administer, and interpret a learning rate test.

24. I can construct, administer, and interpret a learning methods test.

Appendix D

The Learning Methods Test Assignment

Choose a child who is not making good progress in reading. Note what you have noticed about him already and over a period of two or three days give him at least two of the learning methods tests.

Describe what you did.

Record the child's performance.

Interpret the results and plan a tentative program for the child, i.e., state your choice of method for that child for the next few reading lessons and outline any specific considerations you think need to be made.

In this setting, the major purpose of giving a Learning Methods test is to increase the examiner's sensitivity to individual patterns of growth.

A Learning Methods test in itself would only be a small part of a diagnosis of a child's reading difficulty and would be an insufficient basis upon which to plan an entire program.

Furthermore, some findings on a Learning Methods Test may indicate the necessity for an individualized remedial reading program beyond the scope of the classroom teacher's normal duties.

The format on the accompanying page is suggested for reporting:

Chapter 9

Element Title: Teaching the Teachers of Teachers (TTT) or
Retraining the Teachers of Teachers of
Disadvantaged Youth

Agencies Involved: School of Education
Portland State University
Portland, Oregon

Various Schools of the Portland Public School
District

Individual Interviewed: Dr. David E. Willis, Dr. Gavin Bjork,
Dr. Marshall Herron, and six students involved
in the element

OVERVIEW OF THE ELEMENT

The element involves, at present, seventy-seven students for a period of five terms: four terms in disadvantaged school classrooms and a final term on the University campus. The element is designed to re-train teacher educators who in turn train their undergraduate students in order to bring about more effective teaching for the public school student. Responsibilities for the element are shared by the School of Education at Portland State University and the Portland Public Schools.

The objectives of the element are:

Long Range

1. To start a ground swell of change in teacher education institutions and public schools in Oregon that will affect policy making, curriculum development, and instructional strategies.

2. To improve the quality of instruction in academic and professional education courses at Portland State University as a means of improving the quality of learning for young people in Portland's inner city.

Intermediate

1. To encourage liberal arts departments to accept greater responsibility for the pedagogical needs of pre- and in-service teachers in their disciplines.

2. To improve relationships between schools and teacher education institutions and between various liberal arts departments and the School of Education at P.S.U. as well as at other institutions in the state.

3. To interest Portland Public School personnel in employing graduates of the TTT project as teachers in its inner city schools.

4. To encourage Portland State University to commit its resources to continuing the education of teacher graduates who will be teaching in the inner city schools.

5. To improve the rapport between Project professors and elementary and secondary supervisory and instructional personnel in the inner city schools.

6. To encourage other graduate teacher education institutions in Oregon and other school districts to adopt some of the ways of educating pre-service and in-service teachers and of involving University personnel in the inner city schools.

7. To increase involvement in the TTT program of representatives from the School of Education and the liberal arts at PSU and from the inner city schools and their communities.

8. To increase the frequency with which graduate and undergraduate faculty in liberal arts and professional education observe and critique each other's and elementary and secondary teachers' instruction.

9. To increase the Project professors' knowledge about the role of schools in American society, the relationships of various minority groups to that role and the reality of the problems with which the elementary or secondary teacher is confronted.

10. To increase Project professors' proficiency in teaching their peers who have had less experience in the Project than they.

11. To improve pre-service teachers' ability to provide instruction to inner city youth on a one-to-one, one-to-small-group and one-to-full-class basis.

12. To improve the undergraduate student's understanding of himself as a potential agent in the learning of inner city youths' learning.

13. To improve the ability of liberal arts and professional education professors' ability to assist in-service teachers in evaluating their instruction and to suggest alternatives that might improve its effect upon their pupils' learning.

CURRENT OPERATIONS OF THE ELEMENT

Context within which the Element Rests

The present means of teacher training for undergraduates is regarded by many as obsolete and having a little effect on improving learning for elementary and secondary youth, particularly in schools in disadvantaged areas. The communication between academic divisions and schools of education is weak. Few academic professors seek help from the educationists to improve instruction in their departments. Other than the traditional one term of student teaching, public school people are seldom involved in pre-service teacher training; other than occasionally being consultants or speakers, college academic professors are seldom involved in in-service education. Graduate study in teacher education tends to be the same abstract study that characterized pre-service study, except that teachers have had sufficient experience to make the professor's generalities somewhat more specific. In response to these problems, Dr. Willis of Portland State University worked with the Acting Assistant Superintendent of the Portland Public Schools and a Teacher Education specialist from the State Department of Education to develop the Teaching the Teachers of Teachers program. In this element the School of Education at P.S.U., cooperatively with the King, Jefferson, Abernathy, Sabin, Grant, and Vestal Public Schools in Portland, is trying to create an effective training program for prospective teachers of disadvantaged children. The professors and students are both involved in off campus work in the above schools to familiarize themselves with the learning needs of the disadvantaged student.

In the regular education program the student fulfills requirements on campus with minimal field experience. In TTT, the student is working in the schools for four terms and then spends a final term on campus to help tie in his experiences and help him prepare for his first year of teaching. Professors and cooperating teachers work closely in guiding the student and in helping him prepare for his needs as an instructor.

The administration of the element has purposely been very loose with the theory that good administration can only be worked out when relationships are formed in the dynamic model. Then the administration's role will be visible and can be created to fulfill the necessary functions. To avoid a breakdown in the communications of all involved parties, however, frequent meetings are held by the University with principals, unit leaders (assistant principals), and cooperating teachers. In this way, decisions can be made by the various groups involved and the actions of the element can evolve by mutual consent.

Staff Identification and Responsibilities

The element is under the supervision of Dr. David Willis, who handles the administrative and clerical details of the element.

The professors working in the element are allotted .67 F.T.E. Their responsibilities fall in different areas. First of all, one term prior to the entrance of undergraduate students (S_2) into the element, the pro-fessors (S_3) go to the inner-city schools as para-professionals in the elementary and secondary classrooms. Here, in their role as aides, the professors learn what problems the teacher must deal with and methods for their solution. After the undergraduate students have replaced them in the classroom, the professors continue a close relationship with these teachers. The professor works with the undergraduates one half day for five days a week in an advisory role for the students' independent studies. In addition, the professors organize seminars in relevant matters for the students he is working with. The theory behind the off-campus position of the professor is that there will be a need for effective lesson planning which will undoubtedly effect his teaching style both off and on campus.

In working with the undergraduate students the professor helps in the preparation of units for teaching which he audio-tapes and/or video-tapes for aiding a student in his teaching skills. After the session of supervision, the student's team of three and the professor use the Learning Inventory Critique as an analyzing device which will be explained in further depth later in this case profile. This method is also used by the three clinical supervisors, two of whom are hired at 1.00 F.T.E. and the third at .67 F.T.E.

Appendix A clarifies the role and responsibilities of the staff.

Student Identification and Responsibilities

In Team I, the first phase of the element, thirty-six students are involved. In Team II, the most recent entries in the element, there are forty-one students:

17 Elementary Education majors,
8 Mathematics majors,
8 English majors, and
8 Business Education majors.

At the Elementary level there are three Black students and one Chicano involved in the element and at the Secondary level there are three Black students.

There are three interviews in the screening process for these students.

1) The first interview was done in groups of three and four. Interviewers were a representative from the Portland Public Schools, an academic professor, Doctor Willis, an Education professor, and a student from Team I.

2) The second interview was a group interview at Sabin School.

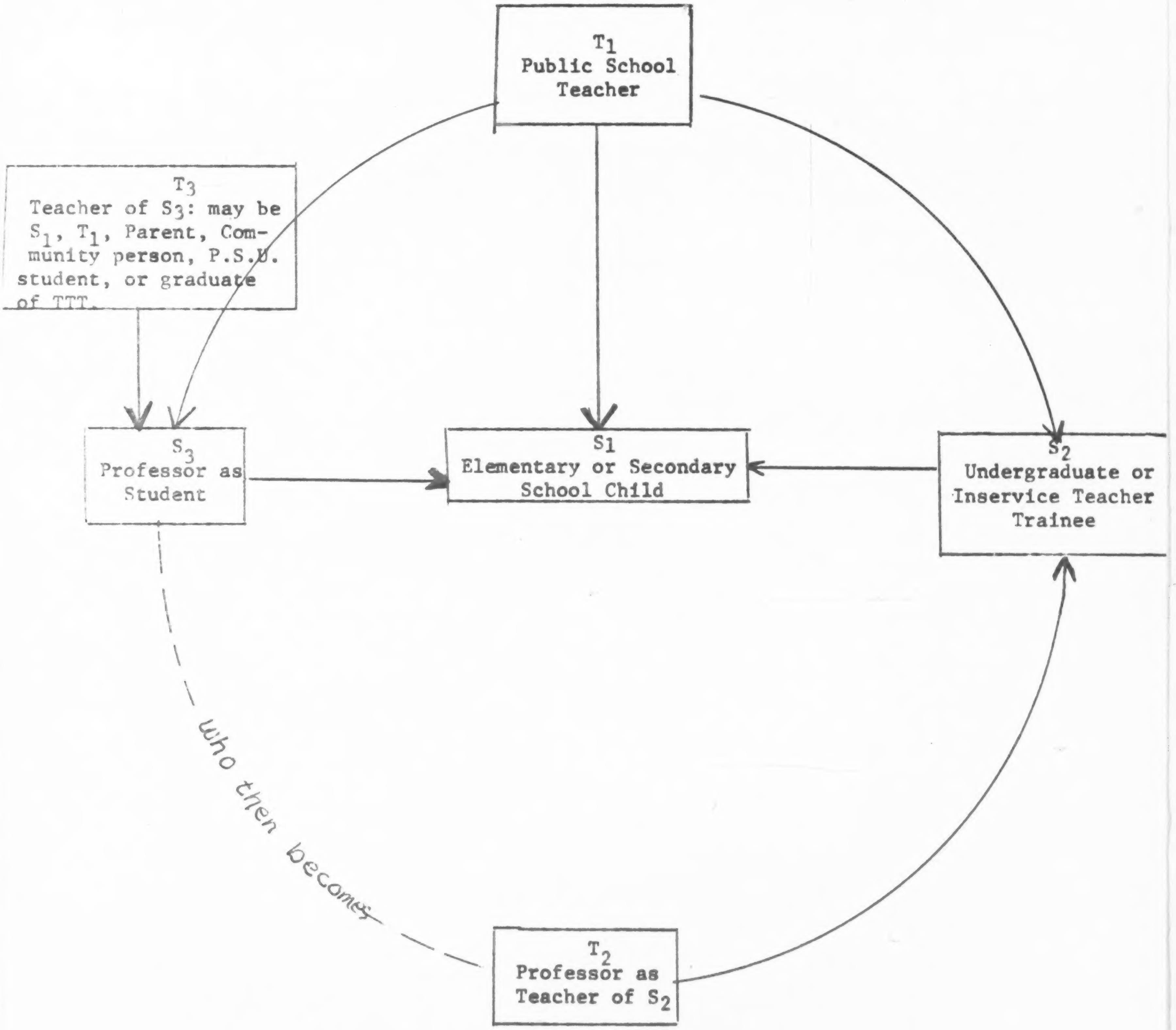
3) The final interview was in small groups where teachers, Unit Leaders (assistant principals), or the Principal of Sabin School explained the program at the school. Next year, some parents will be involved in this phase of interviewing.

The screening is very careful and most students stay for the full five terms of the element. However, two or three students dropped out after one term, which in a sense, was good for them as they still had sufficient time to change their areas of concentration without penalty. Upon completion of the element, the student receives all of his Education credits (Educational Psychology, School and American Life, Methods, and Student Teaching) and twenty-four of his upper division academic hours.

The student is responsible for fulfillment of duties assigned to him by his cooperating teacher and for fulfillment of requirements as worked out between his professor/advisor and himself.

Major Activities within the Element

There are essentially three groups involved in the element: a) the University professor (T_2 or S_3), b) the undergraduate student (S_2), and c) the public school teacher (T_1). The following diagram shows the basic relationships the element involves.


T_1
Public School
Teacher
T_3
Teacher of S_3: may be S_1, T_1, Parent, Community person, P.S.U. student, or graduate of TTT.
S_3
Professor as
Student
S_1
Elementary or Secondary
School Child
S_2
Undergraduate or
Inservice Teacher
Trainee
who then becomes
T_2
Professor as
Teacher of S_2

The basic purpose of the element is to improve instruction for the public school student (S_1). By improving the professor's (T_2) learning via his student role (S_3), instruction for the teacher trainee (S_2) is more relevant to actual classroom teaching. Because of this and the student's work in the classroom under the supervision of the classroom teacher (T_1), the student will be better prepared for his eventual role as a teacher.

The professor (S_3) enters the element one term before the student (S_2). For this term, the professor works as an aide in the classroom under the supervising teacher (T_1). The second term, the student comes into the classroom for half a day and works under the guidance of the professor (T_3) for the other half of the day.

During this period, the professor is in the role of both T_2 and S_3. As a student he works with the children (S_1), the classroom teacher (T_1), parents, community people, P.S.U. students, and/or graduates of the TTT program. Because of this field experience, the professor is more able to teach the dynamics of instruction, structural content, learning behaviors, and teacher behaviors both to his TTT students and his students when he returns to campus.

The professor is responsible for the various seminars in the afternoon period which are usually divided into content areas although occasionally are inter-disciplinary in subject matter. The content is geared to the work the students are involved with in their classroom teaching. Often the public school teachers are involved in the preparation and instruction for these seminars.

In addition to their individual studies and the seminars, the students are also involved in critiquing sessions. The students work in teams of three and along with the professor observe, record, and critique each other's teaching. In these Learning Inventory Critique sessions, emphasis is placed on the process of learning of individuals in such skills as drawing inferences, stating questions, developing concepts, and forming generalizations. Bloom's Taxonomy of Cognitive and Affective Behaviors is applied in these sessions to analyze the behavior of the pupils. Additional information on the Learning Inventory Critique is included at the end of this case profile.

In the classroom, the student progresses as his skills increase. In the beginning he works on a one-to-one basis with the pupils; then on a one-to-five basis; and eventually he is responsible for the whole class. At this time the teacher leaves the classroom and the student teaches the class unassisted. The rapidity with which the student moves through these stages is at the disgression of the classroom teacher and the observers. If sufficient signs of learning are evident, the student then handles more responsibility.

In addition to his work in the basic framework of the element, plans have been made for a continuation of the element, to a small extent, after the graduation of the student. There will probably be some seminar work involved. Use will be made of the Learning Inventory Critique for feedback on the effectiveness of the teaching of the TTT graduates.

CURRENT OPERATIONAL PROBLEMS AND ISSUES

The element has been essentially smooth running, but there are a few issues that will soon be dealt with. One issue is that a more formal advisory board is now necessary. Due to the loose administrative structure as previously described, the advisory function was served by many people, but now that the element is established, a more concrete group of advisors is desirable.

Also, there has been some difficulty in the way teachers have used their students (S_2's). The role is frequently interpreted, not as one of a beginning student, but as a student teacher. This is due, no doubt, to the previous use of students in the classroom and to the fact that most teachers were trained in the usual teacher-training program with student teaching as the only off-campus experience. In addition, due to the fact that some teachers are desperate for help, the role of the student can sometimes become that of clerical helper rather than of student teacher.

In addition to these immediate issues there have been a few questions raised for future discussion: a) Is thirty to thirty-six education credits the proper amount?, b) Do the TTT students need to be in the classroom for the presently planned three terms?, and c) Is it possible to compress TTT into one year? These, however, are only questions in their embryonic states and discussion in depth really hasn't occurred at the present time.

IMPACT AND EVALUATION

Evaluation of the element is being conducted by Teaching Research, a Division of the Oregon State System of Higher Education. Due to the fact that the element has been in operation for less than two years, the data gathered has been process evaluation. These findings are reported in the evaluation section of Appendix A and in the report of the Teaching Research evaluators (Appendix C).

Insert A

Dr. Willis reports that it is still too early in the life of the project to determine its impact in other than immediate or superficial ways. One very positive indication of impact, however, is the Portland State University and the Portland Public Schools have recently been awarded a planning grant for a Training Complex from BEPD of the U.S. Office of Education. Training Complexes are described in B.O. Smith's Teachers For The Real World and represent a major new thrust in education nationally.

FUTURE PROJECTIONS OF THE ELEMENT

Two definite changes in the TTT program will occur next year. An additional academic department will be added to bring the total number of new students up to about forty-eight. Due to past epxeriences, all of these students will be juniors with no seniors allowed under any circumstances.

The other change is more community involvement. One of the basic precepts of the TTT program is that if a teacher wants to be a significant factor in pupils' learning, he has to understand those pupils human beings. Prior to the work in the classroom S_3's and S_2's will work in the communities to develop a feeling for the lives of their pupils. Some of this time will be spent at the Albina Center to tutor those students who didn't fit in the school structure, but want the benefits of a formal education.

The schedule will then be:

1 term community experience,
3 terms classroom experience, and
1 term on-campus study.

Other future projections include a more diversified experience in the field for students and more full responsibility in the classroom. Hopefully, too, students from TTT can go to LaGrande to share the program with students from Eastern Oregon College. This plan, however, is still in the verbal stage and has not yet been approved.

SUMMARY AND INTERPRETATION

The TTT program at Portland State University is a program involving pre-service teachers, professors, and cooperating public school personnel. The element was mutually designed by Dr. Willis of P.S.U., the Acting Assistant Superintendent of the Portland Public Schools, and a Teacher Education Specialist from the State Department of Education. Implementation of the element is the mutual responsibility of the School of Education at P.S.U. and the Portland Public Schools.

The element consists of four terms of off-campus work in classrooms in disadvantaged schools and a final term on the Portland State University campus.

Students, teachers, and professors all work closely together and each student is well guided in his person goals both in the classroom and in his independent studies. For aid in the student's self-understanding, the students are closely supervised and learn how to be more effective through the Learning Inventory Critique conferences. In these meetings peers and the advising professor critique video-tapes and audio-tapes of a student's teaching ad discuss means by which it can be improved.

Behavioral objectives are still in the process of being formulated with the aid of Teaching Research, a Division of the State System of Higher Education, who has been contracted to evaluate the element.

APPENDIX A

PSU TTT PROPOSAL FOR 1971-72: NARRATIVE

1. Rationale. The Portland State University TTT Program is zeroing in on what teachers can do to make learning relevant for inner-city youth. "Relevance" has been talked about so much that it has become a cliche, yet we believe it to be so basic that not much will change for youth until teachers better understand how to base their teaching on the experiences of individual students. That's what "relevance" means in our lexicon. Our investigations in inner-city schools over many years revealed elementary and secondary student struggling to interpret complex subject matter and to relate it to what they saw as being of consequence to them in their lives. From the teaching behavior we inferred that teachers not only were not sure what learning behaviors they expected in specific subject matter but also that they were unskilled in reading actual behavior for clues to what individual students were thinking and feeling. Evidently teachers believed their pupils were getting the message in the content and were assuming they could transfer their learning to their lives outside the classroom. An elementary reading teacher could guide her pupils as they read through a story such as "Androcles and the Lion" without being aware how her pupils would conceptualize terms like "Roman forum". "slavery", and "freedom" and without being concerned that they didn't discuss any parallel relationship to events in their own lives. A social studies teacher in a ghett junior high school could show film strips on the events leading up to the Declaration of Independence to a class of black and white students without seei the incongruity of their being no attempt at discussing the efforts of blacks, browns and other ethnic minorities to achieve "certain inalienable rights". A high school science teacher could guide students through laboratory study of the properties of water without appreciating that many of his pupils were more concerned about the depressing physical conditions of their environment than why water is what some scientists say it is. In fact, more than one student

might have been concerned about the fact that if he didn't get a job his family's water might be shut off.

Investigations of teaching-learning situations in institutions of higher education and in in-service education programs in school districts uncovered patterns in the behaviors that bore a striking resemblance to those in inner-city schools. University students were struggling to make sense out of the content of academic and professional education courses and to see how it might relate to what they imagined the real world of inner-city classrooms might be like. Experienced teachers were trying hard to relate what they were supposed to be learning in graduate courses and in workshops to the problems they saw themselves facing in their teaching, but seldom were they able to understand that subject matter deeply enough to transfer it to solving those instructional problems. From the teaching behavior of the professors, the supervisors, and the outside consultants we inferred that seldom did any of them know what learning behavior he expected that would indicate these teacher-students were getting his message and that he had not thought ahead to what specific changes in teaching behavior he was expecting of them. Furthermore, seldom did he follow the teachers into their classrooms to help them adapt his ideas to the realities of their situations and evaluate what improvement might have resulted in their pupils' learning. An English professor could lecture on "Romeo and Juliet" to seniors in secondary education without discussing with them how Romeo's and Juliet's inability to appreciate their parents' concern about their love affair might parallel their own indifference toward their parents' concern about their dating members of another ethnic group. An Education professor devoted one period to showing a movie on how to use the "inquiry method" to students in a pre-student teaching methods class, without seeing the incongruity of his not modeling the inquiry approach in his own instruction. A school superintendent arranged for a prominent specialist in "individualizing instruction" to present a stirring lecture during the pre-school workshop and stated that he was confident that this admitted "shot in the arm" would result in a marked change in his teachers' behaviors.

The findings and the techniques of these earlier investigations seemed to hold promise for developing a procedure for helping teachers and teachers of teachers improve learning for inner-city youth. Most of these studies had been accomplished by groups of teachers who had found themselves dissatisfied with what they saw as their contributions to individual pupils' learning and who had asked for outside help in studying what changes they should be learning to make. In order to share interests and concerns beyond a generality level, every group had found it necessary to seek commonalities among their respective areas of specialization. What would have started as broad surveys of what was being recommended by experts and what was being done elsewhere would have turned into enquiries into what needed to be changed in their own instruction. Finding that no one really knew what was happening in his own classroom and that his memory of what he had noticed while teaching could not be relied upon for complete and unbiased data, they had taken to using video and audio tape recordings plus accompanying transcriptions much as football coaches use filmed playbacks of last week's game to help players improve their performance in subsequent games. Having learned to respect their colleagues' opinions and suggestions, they had formed into "interdisciplinary teams" for periodic intervisitations and critiques of each other's instruction. Being able to participate with their peers in constructive criticism of each other's teaching made individual teachers more confident and more receptive when on the receiving end of the criticiz
Having realized how compartmentalized was their knowledge of students, of the learni
process, of subject matter and of the teaching process, they had learned to probe

into the interplay of minds at key moments in a lesson in order to discover relationships between what an individual student might be thinking and feeling and what might be going on at that moment in the minds of other students and the teacher. Such inventorying enabled the teacher and his observer-critics to brainstrom together possible alternative moves he might have made at such points and to speculate what might have been the effects on what the students were learning. Finally, needing some yardstick for interpreting the learning behaviors, they chose to compare individual's actual behavior as recorded on tape and transcription with the scales of intended behavior in the cognitive and affective domains as suggested in Benjamin S. Bloom's Taxonomies Books I and II.*

The rationale and the activities of the PSU TTT Program are a direct outgrowth of those earlier studies. Believing that academic and education professors probably were out of touch with the real world of the inner city and its classrooms and that each would profit from having to re-examine his thinking not only about the dynamics of instruction but also about the place of his discipline in society, we arranged for interdisciplinary teams of professors to go first into elementary and then into secondary school classrooms in the inner city to assume the roles of assistant teachers. Believing that the individual professor would be more concerned about the relevance of his subject matter for students in teacher education if he had to help them use its fundamentals in actual teaching and evaluate how the quality of his instruction affected the quality of learning by their pupil, we arranged for academic and education professors to teach upper division courses in their respective fields to pre-service students on site in inner-city schools. Believing that professors who would have had such learning experiences and who would have been involved in developing the ongoing

*Benjamin S. Bloom, Editor, Taxonomy of Educational Objectives, Book I-Cognitive Domain and Book II - Affective Domain, David S. McKay Co., Inc., New York, 1956 learning experiences for teachers of inner-city youth would be uniquely qualified to teach other university professors who would not have had such experiences, we have arranged for present Project professors to teach what they are learning to novice Project professors and to talk with professors and teachers not in the Project about the merits of this approach to preparing teachers. Believing that any teacher better learns the intellectual skills and attitudes necessary for making learning relevant for his pupils when he can inquire into playbacks of his own instruction and that university students in teacher education would be more likely to develop those skills and attitudes, if they could see their professors modeling those behaviors, we arranged for professors and pre-service teachers to observe and critique each other's instruction cooperatively.

2. Objectives.

2.1 Long-range:

2.1.1 To start a ground swell of change in teacher education institution and public schools in Oregon that will affect policy making, curriculum developmen and instructional strategies.

2.1.2 Improve the quality of instruction in academic and professional education courses at Portland State University as a means of improving the quality of learning for young people in Portland's inner city.

2.2 Intermediate:

2.2.1 To encourage liberal arts departments to accept greater responsibility for the pedagogical needs of pre- and in-service teachers in their disciplines.

2.2.2 To improve relationships between schools and teacher education institutions and between various liberal arts departments and the School of Education at PSU as well as at other institutions in the state.

2.2.3 To interest Portland Public School personnel in employing graduates of the TTT project teachers in its inner city schools.

2.2.4 To encourage Portland State University to commit its resources to continuing the education of teacher graduates who will be teaching in the inner-city schools.

2.2.5 To improve the rapport between Project professors and elementary a secondary supervisory and instructional personnel in the inner-city schools.

2.2.6 To encourage other graduate teacher education institutions in Oregon and other school districts to adopt some of these ways of educating pre-service and in-service teachers and of involving university personnel in the inner-city schools and their communities.

2.2.7 To increase involvement in the TTT program of representatives from the School of Education and the liberal arts at PSU and from the inner-city schools and their communities.

2.2.8 To increase the frequency with which graduate and undergraduate faculty in liberal arts and professional education observe and critique each other and elementary and secondary teachers' instruction.

2.2.9 To increase Project professors' knowledge about the role of schools in American society, the relationships of various minority groups to that role and the reality of the problems with which the elementary or secondary teacher is confronted.

2.2.10 To increase Project professors' proficiency in teaching their peers who have had less experience in the Project than they.

2.2.11 To improve pre-service teachers' ability to provide instruction to inner-city youth on a one-to-one, one-to-small-group and one-to-full-class basis.

2.2.12 To improve the undergraduate student's understanding of himself as a potential agent in the learning of inner-city youths' learning.

2.2.13 To improve tha ability of liberal arts and professional education professors' ability to assist in-service teachers in evaluating their instruction and to suggest alternatives that might improve its effect upon their pupils' learning.

2.3 Evaluation.

2.3.1 Since continuing evaluation is seen as essential to development of the instructional aspects of the PSU TTT Project, the Teaching Research Division, OSSHE, was employed on a sub-grant as consultants and third-party evaluators. Attached to this Proposal are three items pertinent to their evaluation: (a) A summary of their evaluation of the first year of the Project (Appendix A); (b) their plan for continued evaluation during the 1971-72 (Appendix B); and (c) a formative evaluation project that would add to and supplement our instructional activities (Appendix C).

2.3.2 Several inferences can be drawn from our experience so far that seem worthy of special note:

2.3.2.1 Few teachers at any level or in any disciplines know enough about their pupils as individuals to anticipate with any degree of certainty how anyone will conceptualize the abstract ideas contained in the subject matter nor to find parallels in his life that exemplify the fundamental concepts and generalizatio Often teachers appear staggered by the magnitude of the task of gathering data on an individual's cultural background, his life outside school, experiences he might have had that would be pertinent to the specific content, what problems and issues matter to them at that stage in their lives, etc. It is often by accident, rather than by design, that they draw situations out of class discussion that exemplify fundamentals and guide students' inquiry into those examples. In other words, they find it difficult to make their instruction relevant for their pupils because they don't know them well enough to know what would be meaningful and what in their lives is of consequence to them.

2.3.2.2 There is a significant gap between the way teachers (particularly the professors) think and feel about their subject matter as experts and the way their pupils as novices in that subject matter think and feel about it This is due partly to the expert's sheltered environment where he talks only to people like himself who have similar expertise and interests and to students to whom he doesn't really have to listen. In most situations in the university environment his audience has to listen to him, and he hasn't been obligated to communicate to his audience and be sure they got his message. He has been able to rationalize by saying "Students aren't adequately prepared...", "Students don't have adequate vocabulary...", "That's about what you can expect if you take things out of sequence...", etc. The professor, as well as teachers at other levels, is essentially saying that if the student is precisely "ready for my instruction the way I want to give it to him, then it should be relevant to him". The teacher with this mindset is very reluctant to consider change in his presentation because students are not measuring up to the readiness level he expec of them. He is willing to try to make his content relevant for his students as long as he can prescribe the conditions of relevance. In other words, such a teacher can't make learning relevant for anybody but people like himself, e.g., members of his department and professional societies who have reached about the same level of expertness, and the "better students" who will play the game accordi to his rules.

2.3.2.3 The professors are improving in their ability to communica effectively with the Project students who are teaching in the inner-city schools, but they still get uneasy about how adequately the subject matter is being covered One professor who had been doing quite well at helping students prepare, teach and evaluate instruction in his area of specialization said one day in seminar, with great feeling, "This is all well and good, but we've got to have time to cove subject matter for subject matter's sake!"

2.3.2.4 As we have gotten college professors and teachers involved in the process of creating a new and different program of teacher education, they have begun to grow away from being rigidly committed to their own existing rational for teaching, which in reality is the way they have perceived themselves to have been teaching. In affect, they have been learning the skills and attitudes of enquiry as identified by Brickell: "Participants begin to develop the mindset of inquirers, begin to advance ideas as hypotheses rather than convictions".*

3. Project Activities.

3.1 1971-72 as part of an ongoing program.

3.1.1 Where 1971-72, as the third year of Project activity, fits into the long-range program can be seen in the chart on page 10.

3.1.2 What is proposed for 1971-72:

3.1.2.1 Team I professors, who will by this time have had two years experience in the Project, will:

a. In the capacity of T_3s they will be teaching professors in Teams II and III through their modeling of the inquiry process as they sit in on observations and critiques of each other's Project and non-Project teaching, and as they participate in discussions of instructional objectives and strategies in the inner-city schools and in the university.

b. Cooperate with Portland Public School supervisors and administrators in follow-up activities for the Team I students who will have been employed as beginning teachers in inner-city schools. This will involve continuing observations and critiques of the students' (beginning teachers) teaching, using the Learning Inventory in cooperation with supervisors and administrators, plus a periodic seminar for which the teachers will receive graduate credit.

c. Go out to other institutions of higher education and schools to explain what they have been doing in the Project and their opinions on how it compares with what is usually done in teacher education.

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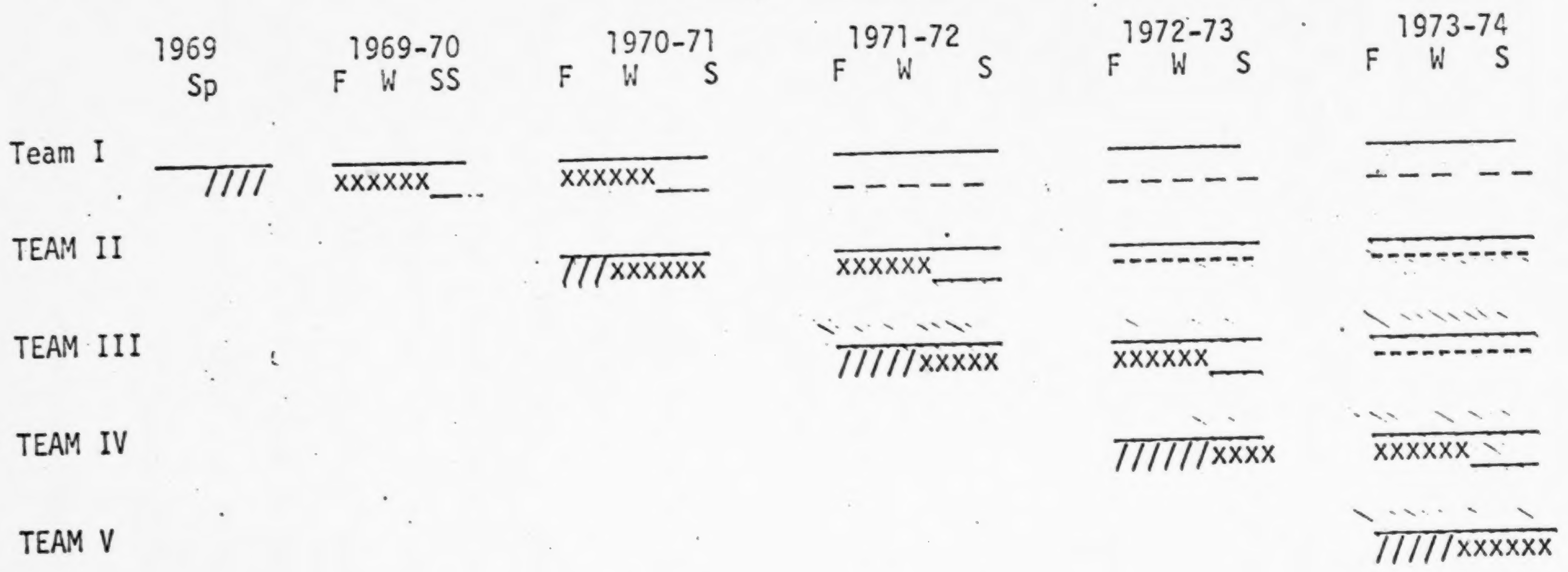
* Brickell, Henry M., "Appraising the Effects of Innovations in Local Schools". Ralph W. Tyler, Editor, Educational Evaluation: New Roles, New Means, 68th Year Book, Part II, Society for the Study of Education, pages 284-304.

PSU - TTT: SCHEDULE OF ACTIVITY



Team I -- Ten professors: 2 in Education, 2 in Economics, 1 in Geography, 2 in English, 2 in General Science and Director. Preparation in schools, Spring 1969. Students in inner-city schools Fall and Winter 1969-70, return to campus Spring; in middle-class schools in Fall 1970, return to inner-city Winter 1971 and to campus and earn baccalaureate degree Spring 1971. Begin first of three years probationary teaching Fall 1971, considered for tenure at end of 1973-74 school year.

Team II - Ten professors: 1 in Marketing and 1 in Business Education, 2 in Education, 2 in English, 4 in Mathematics; Director, Associate Director, 2 clinical professors (one each at elementary and secondary levels). Preparation in schools Fall 1970. Students in inner-city schools Winter and Spring 1971, in Fall 1971 and Winter 1972 and to campus for graduation Spring 1972. Enter schools as beginning teachers Fall 1972.

Team III Ten professors: 1 in Financial Law and 1 in Business Education; 1 in English and 1 in Speech; 1 each in Biology and Chemistry; 2 in Physical Education; 1 in the School of Education, 1 in Black Studies; 3 clinical professors (one each at elementary, middle school and secondary levels). Professors undergo their preparation experience in inner-city community, in elementary and secondary schools during Fall 1971 and Winter 1972 and then teach undergraduates Winter and Spring, each of whom will spend one term in a community assignment followed by three terms of pre-service teaching.

/// Professors' preparation term in inner-city community and schools.
xxx Students' pre-service teaching and seminars in inner-city schools.
___ Students on campus.
--- Probationary teaching in-service.

3.1.2.2 Team II professors, who will be in their second year in the Project, will:

a. In the capacity of T_3s join with Team I professors in teaching the Team III professors who are starting in the program.

b. Continue to teach formal and special courses to the undergraduate students in Team II who will now be in their senior year.

c. Continue observing and critiquing the instruction of the Team II students and their own, which would include both that done as part of the Project and their non-Project on-campus classes.

3.1.2.3 Team III of sixteen professors will go through their preparatory term and then assume responsibility for a Team III of beginning juniors in their respective departments. The professors who have volunteered for this team come from the following departments: Management and Business Education in the School of Business Administration; English and Speech from in the Division of Arts and Letters; Biology, Chemistry and Physics from the Division of Science; History and Psychology from Social Science; Physical Education; and Curriculum and Instruction and Special Education from the School of Education.

3.1.2.4 Team I students will have completed their baccalaureate degrees and basic certificates and, hopefully, a significant number of them will have been employed as beginning teachers in Portland's inner-city schools. Since we regard teacher education as a three-phase program (junior-senior years of pre-service, phase one; probationary years of teaching, phase two; tenured teaching till retirement, phase three), these students-teachers are now ready to enter phase two of their continuing education as teachers. As mentioned above, they will continue the procedures of interdisciplinary observing and critiquing with the help of the Team I professors and supervisors from the Portland Public School consultant staff and be enrolled in a graduate seminar focused on their instruction and its relationship to their pupils' life in the inner-city community.

3.1.2.5 Team II students will now be seniors and will teach their third and fourth terms of pre-service teaching.

3.1.2.6 A Team III of beginning juniors in teacher education will start in the Project. This team will be comprised of approximately 54 students from the various departments represented in the professor team.

3.1.2.7 The President of PSU and the Superintendent of Portland Public School District No. 1, the Chancellor of the Oregon State System of Higher Education, and the State Superintendent of Public Instruction will have been asked in the spring of 1971 to appoint an ad hoc commission to investigate the TTT program compare it with the regular teacher education programs, and recommend whatever reorganization of teacher education they deem advisable first at PSU and PPS and later at other institutions and school districts in Oregon. This study commission, consisting of representatives from liberal arts, professional education, public and private schools, and laymen from the inner-city and suburbia, will observe various Project activities and regular campus classes throughout the year, as well as confer with Project and non-Project personnel as needed.

3.1.2.8 Project personnel, both professors and students, will go out to other institutions of higher education and school districts to talk about TTT activities; personnel from those programs will come to PSU and Project schools to observe and confer.

3.1.2.9 Teaching Research Division, third-party evaluators for this Project, will begin development of unique instruction and evaluation materials which are intended to be generalizable to almost any undergraduate teacher educatio program (see Plan II, Appendix).

3.1.3 The importance of 1971-72 in effecting change in the preparation of teachers for inner-city schools and, eventually, for all schools:

3.1.3.1 This is a unique opportunity to involve the university in the in-service training program of the public schools. A whole new dimension is opened up with the need to provide follow-up for the Team I students who now will be beginning teachers in the inner-city schools. It also will give the TTT program a greater visibility in the Portland Public Schools that it has not yet achieved. Its potential for change in teacher education should become more evident to personne in the schools and the community, as well as elsewhere in the state.

3.1.3.2 It now gives us an opportunity to study more carefully criteria of successful performance in inner-city schools, and to look at the relationship between identifiable characteristics of the undergraduate student that are predictable of future success in inner-city teaching.

3.1.3.3 It also gives us an opportunity to develop further the attitude of flexibility there we're trying to build into the college professor and to study whether or not his learning experiences in the program have led to any real cognitive and affective changes in his approach to his teaching.

3.1.3.4 We will now have enough departments and individuals at PSU involved -- all division and professional schools normally preparing teachers, eighteen departments, three department chairmen actually on the Project teams, 36 professors including the former president -- that we will be a major force in the university. With this extensive an involvement it should be impossible for the university to go clear back to where it was in teacher education. We will have broken them out of their mold, and it should be impossible for them to return to the previous level of inflexibility and compartmentalization. Never again should there be the same degree of department isolation, rigid adherence to a pre-set curriculum, and teacher-tell student-regurgitate "relevance-be-damned" type of instruction against which students at all levels have been rebelling. Our program was a "mini-move" the first year, but by this third and probably the fourth year, we should have grown at least to a "midi".

3.1.3.5 A paragraph from the Projection for PSU TTT submitted last spring seems worth repeating here:

> "Triple T will be providing an experimental model visible to those who want to improve but can't see their way around obstacles. Students tend to want to learn more about the real world, to do something constructive rather than merely talk, to help others help themselves; yet, they feel trapped by having to learn and to live in an ivory tower. In Triple T they get a chance to think, to work, to create, to err and to correct their own errors. Instruction in academic and education courses at the University tends to be so impersonal, so abstract and meaningless that students learn mostly at a knowledge level. In Triple T professors are learning to make content meaningful, to communicate with students, to help them develop skills of inquiry and application to their own lives. Academic professors and education have their own separate interests and seldom do their paths cross; each does his thing for the teacher education student, but the right hand seldom knows what the left hand is doing. In Triple T they work closely together in the schools and on campus, pooling their respective talents for a common cause, building new loyalties and synthesizing new relationships. Classroom teachers want to individualize instruction and make learning more meaningful for youth, but they feel thwarted by over-crowded classes, by irrelevant content, that too often turns students off and by supervisors, administrators and parents who seldom appreciate why students aren't learning as hoped. In Triple T they get a shot in the arm from creative student teachers and professors; together they try out new ideas that would have seemed impossible before."

3.2 The instructional activities that characterize this Project can best be visualized by studying the following three documents attached as appendices:

3.2.1 A typical weekly schedule for Project professors during their preparation term and during the terms of their clinical experience. (Appendix D.)

3.2.2 A typical weekly schedule for the students who are in their pre-service teaching phase. (Appendix E).

3.2.3 Instructions for conducting the "Learning Inventory". (Appendix F).

4. Strategies for recruitment and placement of participants.

4.1. Departments and professors at PSU are being attracted into the Project on a volunteer basis, with several factors acting to arouse their interest:

4.1.1 The professors already in the Project have been talking with more than a little enthusiasm to their non-Project colleagues about what they're experiencing and what it's doing for them; in addition, they are modeling a teaching behavior and an attitude of inquiry that is attracting attention.

4.1.2 Those departments which are involved in teacher education have taken their commitment to that program seriously and are already aware of the need for improvement. What appears to be an extremely positive feedback from Project students is being heard in many quarters.

4.1.3 Individual professors are concerned about the need to make learning more relevant for university students, and this is reputed to be a program that helps one learn ways to accomplish that goal. In other words, the professors who want help in learning what to change and how are hearing that this is a program in which they can get that help.

4.2 Student participants are attracted for either of two motivations or both; first, a desire to do something positive for inner-city youth or second, a desire to get a better preparation for teaching than they believe they would in the regular teacher education program. Two factors are operating in favor of our being able to select from a large number of applicants; first, the fact that there is a surplus of teachers in every category in the metropolitan area is making it possible for the university to limit admissions to teacher educati and the number of student teachers in a given term, and second, the enthusiasm of students in Team I has gotten around.

4.3 The inner-city schools in which our professors and students are being placed has been a matter decided in cooperation with key administrators of the Portland Public Schools. We were most fortunate in being able to recruit Dr. William Proppe, formerly the very popular principal at Jefferson High School, as our secondary clinical professor. His image in the school district at large and in the inner- city is such that not only has interest in TTT been enhanced but also we now have improved channels of communication to personnel in the schools and people in the community. He is proving invaluable in helping us recruit new sites for the program.

4.4 Real involvement of people in the community is one nut we just haven' been able to crack. Every school into which our professors and students have been going believes it has close contact with its patrons, and administrators and teachers alike resist our suggestions that we would like to give them a greater voice in what TTT is doing. This inertia is something we so far haven't been able to overcome. We have intended to form a Parity Board on which we would have community representatives, but so far we have no criteria for what it should do and what kind of persons would be needed. Unanimously, the public school people have said that their advisory boards should be able to fulfill every possible function. We are banking upon the learning inventory critiques, in which teachers are required to demonstrate their real insight into their students as individuals, as a vehicle for demonstrating the need for closer liaison with the community. Dr. Proppe has been assigned the talk of convincing key personnel in the schools where we are working that TTT should at least experiment with a community advisory board of its own. Furthermore, he is recruiting a community agent who can help our professors and students get out into the inner-city community in a genuine way.

APPENDIX B

PORTLAND STATE UNIVERSITY - TTT

Draft No. 2

Learning Inventory

1. Procedure. Teachers are asked to form into interdisciplinary teams of three or four members for regular observing and critiquing of each other's teaching, as follows:

a. Each team will observe the teaching of one of its members once a week, rotating so that everyone is observed at least once a month. Master teachers, in the case of TTT student teachers, are being asked to arrange duties so that team members can be free for the observing; furthermore, whenever possible, they are being urged to participate in the observing and analyzing.

b. Select the lessons to be observed according to some plan of sampling which will help you study what you are doing when you teach on a one-to-one and then a one-to-five or six basis, when you teach youngsters of different levels of ability in different types of subject matter. Choose topics which bug you because you need the most help in making meaningful; work with children who seem hardest to reach. Only by studying playbacks of instruction in the areas where you feel the greatest need can you hope to learn the most.

c. One audio-tape recorder will be assigned to each team for its exclusive use, and one cassette to each teacher. Video-taping can be arranged, and we urge you to take advantage of this medium at least once a term.

d. During the observation team members should cooperate in getting verbatim data, one person perhaps operating the tape recorder and noticing details of non-verbal behavior and classroom environment, another one or two jotting down in the words of the speaker as much of the verbal behavior of students and teacher as seems significant. Better have some of the dialogue, in case children's voices aren't picked up by the tape recorder or the thing fails. Keep track of time in some way so that you have a record of the pacing. Questions of why student or teacher did this or that, of how to interpret some behavior, etc. and thoughts of what might have been done differently may occur to you as you observe -- jot them down before they're lost!

e. Prepare a transcript as soon as possible after the teaching, while it's still fresh in everyone's mind. Pool your notes and use the tape recording for backup on details that may have escaped you. Type enough copies for every team member, the master teacher and your clinical professor -- you may want to type onto a ditto master. Secretarial help cannot be provided for the typing, but someone can help you learn how to operate the duplicating machine. Supplies are available at the TTT office.

f. Critique one lesson before scheduling the next observation. This gives everyone the advantage of having reflected on one instance of instruction, either his own or a team member's, each week. The clinical professor for your level will very likely want to take part in the critique; he, in turn, can ask various professors from the TTT teams to come in as resource persons. Invite your master teacher whenever possible. Keep notes of the interchange of ideas during the critique as an aid in preparing the Learning Inventory.

g. Submit a written Learning Inventory to your clinical professor which details the thinking of everyone who participated in the critique. He probably will add comments and return it to you for your log, and it can serve as data on which to base your grade for the courses in which you are enrolled. Use the items below as a guide in your thinking and writing. Vary the format as you see fit but be sure to include all items.

2. Analyzing the dynamics of instruction in the lesson

a. Each member of the team is to select a different point in the lesson, perhaps two, which he regards as a milestone in interpreting what individual students were learning and what the teaching was contributing to their learning in that lesson. Look at the lesson as a whole from individual students' viewpoint and the teacher's, and then zero in on those critical points which indicate most clearly what was happening. It may be a point at which a child who seldom speaks suddenly blossomed, or it might be a behavior that puzzles you long afterward; someone may have said or done something that thrilled or dismayed you and you want help in figuring out how to interpret it so that next time you can do more for that child.

b. Analyze the interplay of minds at the point you have selected:

(1) The student's mind. Break the content of what the student is saying or listening to, writing or reading, down into facts, what is specific and what is general, what is concrete in his experience (rather than the teacher's or some expert's) and what is abstract. Look in the words, the pictures, his gestures, the expression on his face for clues to how strongly he feels about what those words stand for in his mind. Next, from data you can obtain from your master teacher and other sources, specify what previous experiences that student (and others, if appropriate) has had with the details and with the general ideas contained in the content the messages going back and forth between student and teacher, between student and student, between student and whoever wrote the material being read. If the student is uttering or reading a general statement, look for evidence of where in his own experience he might have discovered those relationships in other situations. Is he trying to relate the concepts and generalizations to similar situations in his own life? From this data could you hazard a guess about what was meaningful to him in this content and what was not? Is there any indication in the data you have gathered about how much this material matters to him.

(2) The teacher's mind. Look at what the teacher had said or done just before and just after the student's behavior that caught your attention. What was he trying to "get across" to the student? Do you think the student got his message? What did he say or do subsequently that would indicate how well he got what the student was trying to say back to him? Compare on what experiences he is bringing to this content with what the student has had that might lead each to interpret it differently. What appear to have been the teacher's expectations of that student?

(3) Others' minds. Rather than regarding the content material as general, impersonal, let's consider that it has stemmed from the experiences and thoughts of individual persons -- an author, a character in a story, an eye witness to an historical event, an historian himself, a famous scientist who investigated a particular phenomenon, a participant in a conversation or a linguist observing a discussion, etc. Do you have any details about an experience or two such a person might have had that could be compared by the student to a similar situation in his own experience? Is he someone with whom the student might identify, with the teacher's help?

c. Feedback. Looking at the lesson as a whole, what do this student's responses at this critical point and elsewhere during the period indicate he is learning? What feedback do you think he needs from the teacher to help him evaluate his own learning? Was he getting that kind of feedback?

d. Changes that might have improved the learning. As you assess the interplay of minds do you and your team members see any alternatives to what the teacher did at various points in the lesson? Why do you think each alternative might have improved the learning for this student and for others?

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APPENDIX C

SUMMARY EVALUATION REPORT, SEPTEMBER 1970
Portland State University EPDA-Triple-T Project

Project Director - David E. Willis
Associate Director - Forbes W. Williams

Evaluation Consultants - Gerald Gage and Martin Birnbaum
Office of Teaching Research, OSSHE

Purpose

The validity of the Triple-T concept, as conceived at Portland State University, and the extent of its ultimate impact through so-called "multiplier effects," rests on the assumption that a specific sequence of contingent events (events dependent upon each other or causally related) will occur. This sequence suggests that improving the instruction provided in programs of teacher education should result in improved teaching by the graduates of those programs and, subsequently, improved educational achievement by elementary and secondary students who are taught by those graduates.

As this general concept is applied to the rationale of the Portland State University Project, the sequence of contingent events demands that the Director and Associate Director establish an environment wherein the college professors, who constitute the Project staff, can learn to inquire into the dynamics of instruction in their own and other subject areas at elementary, secondary and college levels. It is the procdure of college professors modeling a "process of inquiry" into the outcomes and method of their own instruction which is, in turn, to motivate college students in a continuing practicum and provide them with skills and attitudes needed for inquiring into the dynamics of their instruction. This continuing enquiry into instruction, as they experience it during their junior and senior years in the pre-service phase and the first three years in the probationary phase, is proposed as an experimental alternate to the "regular program" of teacher education.

The continuing nature of this inquiry process will hopefully have direct benefits to the elementary and secondary students with whom the student teachers will be working. Thus, while the ultimate objective is the improved performance of elementary and secondary school students, the immediate focus of the Portland State University Triple-T effort is upon guiding and encouraging college professors to engage in a continuing process of inquiry into their own instruction, and modifying their teaching behaviors and methods as a consequence of that inquiry.

Implementation

The context, or environment, for encouraging professors, from certain academic departments and from the School of Education, to use inquiry procedure as a means of improving instruction, and to model this procedure for the benefit of student teachers, has been implemented by involving the professors in planning, developing, and conducting an experimental program of teacher training which emphasizes the preparation of teachers to work with young people in the schools of the inner city. Within these inner-city schools, professors have worked as teacher aides, have taught classes at the elementary and secondary levels, have served in conjunction with classroom master teachers as faculty advisors to student teachers, and have engaged in inquiry into examples of their own teaching, the teaching of their peers, and of student teachers. As aids in modeling for student teachers, and as aids for studying an inquiry approach by which all teachers can examine the dynamics and outcomes of their own teaching and learning, professors have been encouraged to use video and audio taped recordings, typed transcripts, and notes made by student and peer observers. Professors have been involved with student teachers on site--in schools similar to those in which it is anticipated they will later teach--have taught student teachers their academic subjects, have observed and critiqued their activities, have advised and counseled them on employment in those inner-city schools.

A more extensive list of intended Project activities and outcomes, and of the related formal evaluation, can be found in the "Evaluation Repord, EPDA-TTT, Portland State University," submitted in July, 1970.

Evaluation

Informal evaluation was included in the activities of the Project staff; the formal evaluation activities were conducted by members of the Teaching Research Division of the Oregon State System of Higher Education. These activities consisted of conferring frequently with Project administrators, attending meetings of the Project staff, and collecting data from professors and students by means of several information gathering instruments. Evaluation emphases were upon 1) project administration, 2) activities of professors and students, and 3) outcomes for both groups. Measures were developed to assess: 1) professors' perceptions of Project administration, 2) the extent of professors' participation in intended project activities and their satisfaction with the extent such participation contributed to Project goals, 3) professors' perceptions of the degree to which intended Project outcomes had been achieved, 4) their perception of changes in their teaching behavior and attitudes, and 5) the opinions both professors and students held toward education in general at the elementary, secondary and college levels. These instruments were, in the main, designed specifically for the PSU Project, were administered near the end of the first year of the Project and were of limited validity.

Project student teachers and a control group of prospective teachers enrolled in the regular PSU teacher training program were also asked to complete a standardized test, The Study of Mickey Murphy, for which national norms have been established and which is purported to assess an individual's ability to: 1) interpret data, 2) formulate plans of action, and 3) avoid hasty conclusions when provided with information about a student. An attempt was made to analyze the Learning Inventory documents which were employed as aids in guiding students to the inquiry approach of examining the teaching-learning context.

Conclusions

Despite the limitations described above, several conclusions seem justified. However, only the highlights of the evaluation report are cited in this ummary. In regard to Project Administration:

1. Program intents, both in terms of processes and outcomes, while constantly undergoing change and clarification, are still excessively ambiguous.

2. Procedures developed to encourage interactions between college professors and master teachers in the schools proved insufficient although rapport between these groups seemed satisfactory.

3. Although communication between Project administrators, Portland school personnel, and among and between individuals and groups of professors was satisfactory, there is a need for professors to have greater influence in Project evaluation.

In regard to Project activities:

1. Efforts to encourage professors to engage in specific intended Project activities has met with varying degrees of success in terms of amount of participation. For example, it was central to the Project that professors engage in inquiry concerning their own instruction and that of their colleagues, and that they model this inquiry procedure for student teachers. Yet, instances in which professors engaged in teaching acts and were observed by their peers, instances of critiquing of video or audio recordings of professors' teaching, etc. varied with individual professors from no involvement at all to extensive involvement.

2. An inadequate record has been maintained of both activities and materials employed in the Project.

3. Satisfaction with activities involving the professors and students in the inner-city schools is generally high.

4. Both students and professors express a high degree of commitment to the Project and to its program as a procedure for training student teachers. Student teachers are particularly appreciative of the opportunity to test themselves early in their training in the environment in which they will work.

5. It is not known what this method of preparing teachers may cost in comparison to other procedures nor is it known what the optimum amount of time is that professors should be involved in Project activities.

6. Communication between students and professors is perceived by the students as available when needed. It isn't just that the opportunity for communication is available; this could be said of many programs, including the regular teaching training program at PSU. In the students' perceptions, communication is in fact occurring, is seen as relevant to what they are trying to become, and is appreciated.

7. Clinical professors were not used in the first year of the Project because of imposed budget limitations. They have been employed for the second year of the Project.

In regard to Project Outcomes:

1. Student teachers in the Project scored higher on every section of the Study of Mickey Murphy than did students in the original norm group at another institution. Also tested was a comparison group composed of students enrolled in the standard PSU teacher education program who were at a comparable stage in their college class standing. The comparison students from PSU also scored higher than the norm group on all but one section of the Study of Mickey Murphy. Project students seem as capable or more capable than student teachers from more traditional programs of teacher training in interpreting and using personal student data, and are neither more nor less apt to make unwarranted conclusions. It is assumed that student teachers will learn to understand better their pupils as individuals if they can meet them in varied situations outside of the classroom and can become involved in community activities which reflect the culture of each of the various ethnic groups to which the children belong.

2. A major concern by professors is that students involved in the Project will not acquire sufficient learning, either in academic subjects, or in areas of professional education. Achievement measures to investigate this concern are being sought.

3. College professors perceive that they have: 1) increased their understanding of the ways in which people learn, 2) increased the time spent in trying to assess the relevance to students of what is being taught, 3) increased in willingness to subject their own instruction to analysis, particularly when systematically conducted.

Projections

Modifications of the Project--both intentional and unintentional-- have occurred. These are related both to procedures and to outcomes. It is anticipated that the academic year 1970-71 will see further changes. To some extent these will be based on both formal and informal evaluation activities. If the project is to avoid the ossification which occurs in many educational programs, if it is to remain viable, such changes are anticipated and welcomed. Some of the anticipated modifications are:

1. It is anticipated that a Community Advisory Committee composed of lay members of the communities surrounding each of the inner-city schools will be established.

2. Procedures for recruiting prospective teachers will be examined. Now that there is a surplus of teachers in terms of available positions, there are no longer any reasons for delaying screening and selection procedures. A proposal was submitted to the Oregon Education Coordinating Council in December 1969 asking for funds to support development of instruments to be used for training and for measuring the achievement of student teachers which might also be used for screening. The instruments would make extensive use of video-taped and filmed incidents of instruction (protocol materials) growing out of the professors' and student teachers' experiences in the elementary and secondary schools and the university. Such an effort is seen as crucial to the solution of the kinds of measurement problems involved both in selecting prospective teachers and in determining their proficiency prior to certification. This proposal did not receive funding by the Coordinating Council, but the Project Director will continue to seek additional funding to support this effort. During the coming year, an effort will be made to identify characteristics of those teachers who seem to succeed best in the inner-city school environments. It is hoped that such information will help in determining both when and among which part of the population recruitment efforts should occur.

3. An examination of the relationship between the public school system and the university community will be undertaken for the primary purpose of determining the extent the Triple-T Project has a responsibility and capability for extending in-service training into the in-service phase for the students who will have graduated from this program and started their teaching in inner-city schools.

4. The optimum ratio of students to professors and other economic dimensions (see Conclusions regarding project activities #5) of the Project need to be examined to clarify the economic relationship of the Project to other programs in the School of Education and to the entire fiscal structure of Portland State University.

5. Changes are planned in the structure of the Learning Inventory and the way it is used.

6. A procedure must be developed for systematically examining and clarifying Project objectives so that criteria for evaluation can be identified.

7. Some plan must be implemented for tracing and describing Project effects. Related efforts involve: 1) maintaining and disseminating information concerning Project activities and products, 2) multiplier effects of the Project upon the educational community, 3) achievement of Triple-T students in the more traditional academic and professional competencies (see Conclusions in regard to project outcomes #2).

It should be noted that these projections will be reviewed by Project staff and evaluation consultants following a national meeting of Triple-T project directors and evaluation consultants to be held in October.

APPENDIX D
TYPICAL WEEKLY SCHEDULE--TEAM II PROFESSOR

Schedule of Dr. Jack Taylor, Marketing
Typical Schedule for Team I Academic Professor on Two-thirds FTE with Triple T

	Monday	Tuesday	Wednesday	Thursday	Friday
8 - 9		Teaching elementary school classroom		Teaching elementary school classroom	
9 - 10					
10 -- 11					
11 - 12					
12 - 1	Teaching in classroom		Teaching in classroom	Team II Professors Seminar with Directors of Triple T	
1 - 2					
2 - 3					
3 - 4					

The professors spent five weeks at the elementary school with the total time equally divided between the three instructional units, primary 1-3, intermediate 4-6 and upper 7-8. They usually selected one classroom per unit in which to demote the 18 hours they were to spend at each level.

CLINICAL EXPERIENCES, TEAM I PROFESSOR

Schedule of Team I Professors--
Professors are on call as particular students feel a need in a given area. Professors also visit classes frequently but on a non-scheduled basis. Professors normally fulfill their one-third FTE commitment to the college during the morning block.

		Tuesday		Thursday	
12 - 1	Free for visits or seminars	Team I Practicum teachers Learning Inventory Critiques and Seminars --Elem & Secondary These seminars are conducted in conjuction with at least 5 professors present		1 & 3 Thursday every month are used to discuss the significant experiences professors are having as they visit class These meetings are conducted by the director and his associates.	Free for visits
1 - 2					
2 - 3					
3 - 4	Professors conducts seminar for TTT Students		Professors conduct seminars for TTT Students		Professors conduct seminar for TTT students.
4 - 5					

APPENDIX E

WEEKLY SCHEDULE -- TTT STUDENTS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8					
9		University Students (S_2) in elementary or secondary classrooms, as case may be.			
10					
11					
12	Lunch at the elementary of secondary school if so desire.				
1	Ss free for campus classes		Free for campus classes as		Free for campus classes
2	as needed	Seminar with professors on team at School	needed	seminar	as needed
3	Reserved for S_2 conferences with		Reserved for S_2 conferences with Science Professors	with professors	professors
4	professors on PSU campus		on campus at PSU		
5					
Ev	Free for campus classes				

Chapter 10

Title: Negotiable Experience within Elementary Block (Negotiables)

Institutions Involved: Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

Salem Public Schools

Individuals Interviewed: Dr. Gerald Girod, Assistant Professor of Education
Dr. Norman E. Koch, Associate Professor of Education

OVERVIEW OF THE ELEMENT

This element within the OCE teacher education curriculum is designed to individualize selected aspects of the Elementary Block Program to the extent that students are provided numerous offerings from which they may select those activities felt to be most useful to them. Fifty-seven students are currently enrolled in this section of Elementary Block. The element is characterized by:

1) a public statement of activities deemed to be negotiable by the college staff;

2) a negotiation session wherein student and advisor choose from among these activities;

3) identified objectives for each negotiable activity, such that the student is to demonstrate that he has developed the specified competencies, and;

4) specified measures of evaluation by which the student must demonstrate his mastery of specified objectives.

CURRENT OPERATIONS OF THE ELEMENT

Context within which the element rests

Each student in the elementary program must complete an 18 hour sequence of courses prior to his student teaching experience. The student completes this block of courses by taking nine hours of the sequence (Block I) in one term, and nine hours (Block II) in the following term. The two blocks are distinguished by content areas, Block I dealing with Educational Psychology, Reading Methods, Educational Media; Block II attending to elementary teacher preparation in methods of Science, Mathematics, Social Studies, and Language Arts.

Within each content area, decisions are made by the instructors as to which part of the instructional program is non-negotiable, i.e., learning activities in which each student in the block must participate. As currently practiced, the non-negotiables represent approximately two-thirds of the instructional program. Objectives and content are also identified which are negotiable, i.e., the students are presented with a list of activities or experiences from which he can select one or two. These negotiables make up approximately one-third of the total instructional program within that Block.

The arrangement of the negotiable element in relation to the total elementary education program can be diagrammed as follows.

	Coursework Prior to Elem. Block	Block I	Block II	Student Teaching
Elementary Teacher Education Program		non-negotiable		
		negotiable		

The element itself (negotiables), should not be thought of as a separate administrative unit within the total elementary education program. It is simply a part of the instructional program of this particular block of courses. All students, who at registration select this block, participate in the selection, but not development, of the negotiables.

Staff Identification and Responsibilities

Three Oregon College of Education staff were involved in the design, and development of the negotiables element. At present, Drs. Gerald Girod, Norman Koch and Vernon Utz involved full time in the Junior Block program, are jointly responsible for the planning and operation of the element.

They receive no additional resources for operation of the element, nor is staff time specifically designated for responsibilities concerning the negotiables even though they spend considerable time each quarter developing and refining this aspect of the block program.

The staff roles involved in the current operations of the element are twofold. They have the usual responsibilities of teaching within the block, i.e., lectures, conferencing with students, discussions, assignments, evaluation of students, etc. Secondly, within the negotiables element, they assist a student's choice of activities through a negotiation setting. This involves identifying, explaining, suggesting and scheduling of students as to the negotiables offered to the students.

Decision-making relevant to the number and type of negotiables offered rests entirely with the instructional staff. Prior to each term, an instructional staff planning session takes place where topics are identified for inclusion within the particular block course content. Those topics identified by the staff as necessary for participation by all students in the block become the non-negotiables, i.e., the students are required to cover the topics. The decision for inclusion of such topics is made by consensus of the instructional staff. Those topics left over, not identified by concensus or thought to be not totally necessary for inclusion, are designated the negotiables, and are prepared in list form for selections by the students. (See Appendix B)

The instructional staff then informs the students of their decisions, and provides detailed information to the students on the negotiables, in terms of topics offered, objectives to be covered, competencies to be demonstrated by the students, schedules of activities for each topic, and the criteria for student evaluation on each topic. (Samples are included in Appendix B)

The instructional staff then schedules a negotiation session, whereby the student, with the consultation of the instructor, selects a minimum number of topics from the list of negotiables, and discusses any questions related to the topics selected. In turn, the instructor is responsible for providing direction to the student in relation to the negotiables chosen, and conducting student evaluations based only upon the criteria specified in the negotiation process.

The responsibilities described above are handled concurrently with the normal responsibilities of the total block operation. Also, although the non-negotiable content constituted two-thirds of the course content, the involved staff stated that more staff time is spent on the negotiable element, which represents only one-third of the course content.

Student Identification and Responsibilities

Students currently enrolled in the elementary education block number fifty-seven, all of whom participate in the "negotiables" element. All students are undergraduate elementary education majors, mostly juniors but with a few seniors. The enrollees include fifty females and seven males, with one student from a minority group, American Indian. Each student who is enrolled in the nine hour elementary block carries additional coursework from other departments on the campus.

Within the total block, the student has the final decision as to which negotiables he selects from those offered by the instructors. Selection of negotiables by the student occurs at the beginning of each focus on a particular discipline area. For example, the selection of negotiables on science may occur at the beginning of the term, while an additional selection on mathematics may occur in the middle of the term when that course content is approached. The student is then responsible for completing activities and demonstrating competencies as determined during the negotiation session for those negotiables he selects. The student is also responsible for evaluation of his performance, as will be further explained in the following section.

It is critical to note that at this stage of implementation, the student holds no responsibilities in terms of deciding what is to be designated negotiable or non-negotiable. Nor does he generate objectives. The student does have a choice, however, among alternative negotiables from which he may select. Students also must select a specified minimum number of negotiables.

Major Activities Within the Element

As was mentioned previously, each student selects from a number of alternative negotiables. Currently, students are offered some negotiable activity in each of the content areas of Block I and Block II where students must choose a specified minimum of selections from a list of several negotiables. Before selection of the negotiables for each content area, the student is aware of the behavioral objectives of the negotiable topic, the specific activities involved, and the evaluation criteria for his performance (see Appendix B and C). For each negotiable selected, the student faces involvement in varied activities relating to his particular selection. The student can be presented with learning activities drawn from reading materials, large and small group lectures and discussions, individualized study, laboratory experiences relevant to his topic, and field experiences wherein he can apply and demonstrate his knowledge in a classroom situation (see Appendix A). The student is then evaluated against the stated, specified objectives of the particular topic (see Appendix B).

Once a student has selected a particular negotiable, he is responsible for completing all specified activities specified. He may not usually complete these activities at his own pace, but allowance is sometimes made to negotiate a completion date.

An integral part of many negotiables is a field experience in a public school classroom. In addition, all elementary block students spend one-half day per week during Block I, and a full day per week plus an entire week during Block II in a classroom of their preferred grade level. These classrooms are primarily located in Salem, although Campus Elementary School in Monmouth has been used. This pre-student teaching laboratory experience is designed to provide the college student a setting where he can practice and/or demonstrate those skills developed in the college campus with real children in real classrooms. Content presented in block classes is designed with the laboratory experience in mind. A typical sequence of instruction might be: input from the college faculty on a topic; individual or team planning of a lesson; peer or micro teaching; a critique; redesigned if necessary; and actual teaching in the laboratory setting.

To fully utilize the potential of the laboratory and field experience, it has been essential to open new lines of communication between the college faculty and the cooperating public school faculty. Public school personnel must know when particular activities are to occur, what their role might be, and what are the responsibilities of the block students. In many cases, the public school cooperating teacher is a major contributor to the college student's acquisition of knowledge. The teacher assists the student in determining appropriate objectives, schedules pupils to be available to the block students, and provides the student feedback on teaching effectiveness, procedures and pupil reaction. In short, the classroom teacher functions as a clinical supervisor in many respects.

The block staff is also assigned to the elementary building with the college students, and do supervision cycles (Cogan, verbatim data, or Flanders Interaction Analysis to mention a few). Due to the press of numbers, block staff concentrate on those block students placed in rooms where the classroom teachers do not have the skills of supervision needed to provide feedback. Fortunately, many of the cooperating Salem teachers, and all of the CES staff have these skills and supervision has not been a problem. OCE has recently initiated a series of inservice supervisory training programs in the Salem School District through the Division of Continuing Education to train entire elementary faculties in clinical supervision. It is anticipated that buildings with trained personnel will serve as primary settings for the pre-student teaching laboratory experience.

The activities of block students, block staff, and cooperating teachers has been briefly discussed above. However, some important tasks are the specific responsibility of each group. The block staff must continually maintain close contact with the school staff to anticipate problems, check calendar, and provide data as to block students' background, interests, assignments, goals, and potential problem areas. The block students themselves have the responsibility of following through on assigned tasks, conducting themselves in a manner acceptable to the elementary school setting, and fulfilling assigned objectives. The students' role is largely established through several meetings of the school faculty and the block staff. The role is a changing one, depending on the school setting-not upon a list of established rules.

The laboratory component of this element is based on the premise that instruction must be taken into the public schools to provide college students with realistic situations. Much of this instruction should be the joint responsibility of the college faculty and the involved public schools.

The practical field experience is often the basis of instructor-evaluation of the student's performance based on objectives stated within a negotiable topic. The student may in some negotiable activities critique his own performance in report form, as to how well he met the objectives according to the lesson plan he developed. He reports on why or why not he met the specified objectives, how he did this, and what he would do differently. This information is presented to the instructor in a formal paper, showing that the student has or has not met the specified criteria.

Stated objectives within the non-negotiable content of reading methodology (see Appendix C) can be negotiated. Students can negotiate the number, the age, or the ability level elementary pupils to use the laboratory setting when assessment of a consequence level objective is to take place. Lower level objectives have also been established and assessment procedures devised. Provisions have been made to release students who demonstrate (via a pre-test) established performance levels in testing and teaching word recognition and comprehension. Examples of available assessment materials are available from the Elementary Block staff at OCE.

Students may also be evaluated with a paper and pencil test to demonstrate if the student has acquired the specified knowledges. In addition, each student is required to take an attitudinal assessment test, which indicates his attitudes on the learning experiences for each discipline area within the instructional program. These tests are compared to attitudinal assessments administered to students in another section who do not have the negotiable experiences, to see if the negotiable experiences result in a positive increase in student attitude toward course content.

Current Operational Problems and Issues

As one can readily see, the selection of alternative topic areas and activities by students results in a problem of scheduling of time and energy for staff and students. However, the inherent scheduling problem has not been critical; they have merely meant a more thoughtful budgeting of time and energy.

Secondly, the instructional staff has found that the development of the negotiables, in terms of objectives, materials, pre-test and post-test instruments, is a critical problem. At present, five or six of the negotiables offered can be said to stand alone, while the others need more time and effort for their development. Additional negotiables need to be developed which are not dependent on the developer for their operation.

Thirdly, in terms of conceptual issues, the negotiables element has forced the instructional staff to further think about the issue of what content within a program is to be negotiable and what is to be non-negotiable. At present, no students are involved in these decisions, although student feedback is considered by the instructional staff.

Presently no alternative process within the element exists for those students who fail to demonstrate competency after completing all activities within the negotiable. In this regard, the operations are still time-bound to a great extent. Alternative modes of instruction need to be developed to enable these students to attain objectives.

IMPACT AND EVALUATION OF THE ELEMENT

The primary impact the element has had on the students involved is a documented positive change in the attitudes of the students involved in these sections of Block I and II. Pre-tests and post-tests have been used to measure students' attitudes about teaching the content areas and individualized instruction in the block containing the negotiable element. The same tests were administered to students in another section who were not offered the negotiables element.

In each of the content areas, science, mathematics, and social studies, students involved in the negotiables element showed a marked positive attitude change from pre-test to post-test. On a comparative basis with the other group of students, there were significant differences in the attitude assessment for math and science. Those in the negotiable element block showed a marked improvement in attitude over the students in the other section. However, in terms of attitudes for the teaching of social studies, the negotiables group showed less of a positive increase in attitude change than those in the totally non-negotiable section.

In addition to a favorable impact on the students, the element has forced the staff to focus on the crucial instructional issues within a teacher education program, mainly, to more clearly identify those topics that must be included, and to specify the objectives of the program. The result of this effort has been the incorporation by other staff at the institution of those things being used in the element, vis-a-vis materials, activities, and teaching strategies. Also, the instructional staff has been called upon to address statewide conferences and a national conference to report on element operations.

FUTURE PROJECTIONS FOR ELEMENT

At its current stage of development, the negotiables element of the program process is in full implementation and the instructional staff feels it is close to the point where it can be refined to the extent of being used by anyone in an instructional program in teacher education. However, more development is necessary for the full implementation of some negotiables. Since negotiables are in a constant state of change, a projection for the future is the development and implementation of additional negotiables that can be identified for use in the acquisition of knowledge, and in the acquisition of skills through simulation and field experience activities.

In addition to the generation of more products from which the students may choose, the instructional staff has a desire to make these negotiables have long range value for the students. The projection also calls for students being able to choose from alternatives at any point in their educational experience. This implies the development of additional negotiables which address themselves to long range goals and objectives, and negotiables which are initiated by students.

A projection of this sort immediately calls to attention the availability of additional resources. At present, the element is operational without the utilization of such additional resources. However, the development of a larger selection of negotiables which can stand alone and offer students alternatives throughout their educational experience requires additional staff members. Such a plan also calls for additional staff time in the negotiation process and the guidance of students. Additional financial support would also allow for the acquisition of materials, providing for additional supervision for extended field-centered activities, and a management system.

The primary impact of the implementation of this projection would be to enable the students to further individualize their own learning activities, as well as specialize their knowledge. In addition, such a projection allows for a remediation process for the students, and more time and staff resources available for developing the competencies of teachers.

SUMMARY AND INTERPRETATION

The element as now implemented does not involve the joint design, development and implementation decisions and operations of a number of agencies and institutions. Mutual responsibility in these matters, however, is a projection for the future within this element.

Goals of this element are stated in terms of objectives and performance criteria. The objectives and performance criteria are specified for each negotiable, and are made public to the student prior to selection. Students are aware that their performance will be judged according to these objectives, and learning activities within the element focus on the development of specified competencies to be demonstrated.

The element definitely provides for the personalization of learning in that students are allowed the choice of numerous alternative learning experiences within the element. Students can share in decisions relating to the acquisition of specific competencies.

It can be said that in part the completion of this block is based on the demonstrated ability to perform specified tasks in various situations, as explained in the statement for each negotiable. However, the demonstration of specified competencies does not replace grades, completion of prescribed courses, or professor recommendations as prerequisites for certification.

Systematic collection of data on student performance and program operation is evidenced by the use of the formal report for each student's field experience, and the attitudinal assessment administered to the students. These data collection mechanisms have been partially implemented and students and faculty are familiar with the structure and content of feedback based on data collected.

This element does provide for guided off-campus field experiences prior to student teaching, in the form of a one-day-a-week practical situation in the Salem or Monmouth schools. To some extent, student performance is rated on the demonstration of competencies within this setting.

Within the context of this element, the students are presented with opportunities for individualized study and self-pacing, with a self-monitoring of their responsibilities inherent in the structure of the element. Students are asked to identify their own strengths and weaknesses with regard to specific competencies, and make recommendations for their self-improvement.

Appendix A

ELEMENTARY BLOCK NEGOTIABLES

Learning Mode Implemented	Content for Block I				Content for Block II		
	Reading	Language Arts	Educational Psychology	Combination	Mathematics	Science	Social Studies
Taught in a group setting small (6) or large	1. Analysis of primary reading program 2. Analysis of intermediate reading program 25. Self-test word attack skills	23. Teaching file	5. Success and failure 6. Flanders 7. Attitudinal objectives		13. Different number systems 14. Algorithms 15. Teaching tapes 16. Teaching aids	19. Unit construction 20. Science modules	21. Games and simulations 24. Unit construction
Taught Individually	3. Readability formula	4. Individual study	7. Attitudinal objectives 8. Individual study 9. t Test	12. Unipae	17. Story problems 18. Cuisenaire rods		22. Individual study
Taught in a Lab Setting: 1) Peer teaching						20. Science modules	
2) Field Centered	26. Readiness Assessment 27. Techniques of propaganda 28. Setting type of students to demonstrate a reading objective.		6. Flanders 7. Attitudinal objectives 9. t Test 10. Data gathering 11. Sequencing instruction		14. Algorithms 15. Teaching tapes		21. Games and simulations

Appendix B

Negotiations

In planning for courses, we attempted to identify two kinds of knowledge about communicating the content assigned to Elementary Block:

1. What information did we believe that all pre-service teachers should know about the content--the non-negotiables?
2. What information did we have about other skills which pre-service teachers might want to know--the negotiables?

The non-negotiable topics we selected will be dealt with in a lecture setting. Whenever possible (and that means whenever we can think of another way to impart knowledge to 60 people simultaneously) another teaching technique, other than lecturing, will be used.

On those times when a non-negotiable topic is listed on the class calendar it is one about which we believe all students should know. In some cases they may know the information. If we anticipate this, then a pretest will be given. If a student "passes" the pretest--as specified by the instructor's criterion--he will be excused from the lecture.

Negotiable and non-negotiable knowledge "bits" have been identified for each content area in Elementary Block. (Behavioral objectives are currently being prepared for all of those "bits".) After the lecture sessions on the non-negotiable mathematics topics have been covered the negotiable topics will be dealt with next.

At the present time, 28 topics have been developed about which individual students may want to know. Class time is devoted to individual conferences with block instructors. During these conferences students will be given the opportunity to select a specified minimum of topics for which they hold an interest. Before the conference the student is given a sheet outlining: (1) the content of the topic, (2) the criteria to be used in assigning a grade, and (3) the schedule set up for teaching the topic.

Some of the topics can be handled individually, e.g., Cuisenaire rods is taught via a slide-tape presentation. Consequently, a student will be able to schedule himself in to complete that topic. Others, such as manipulative devices, will be taught partially by a large group lecture technique.

The individual conference before the negotiable topics are chosen should meet three goals. The conference: (1) should allow the student to ask for further information about a topic and its criterion measures, (2) should allow the instructor an opportunity to make individual recommendations in light of your teaching situations and competencies--which students are not obligated to follow, and (3) should allow the instructional staff the opportunity to keep track of students and make some last second decisions about scheduling rooms and teaching strategies.

1. Cuisenaire rods--

   a. objective: Students, upon completion of the slide-transparency presentation on Cuisenaire rods, will be able to

      1) solve simple equations using Cuisenaire rods.

      2) represent selected fractions with the appropriate rods.

      3) change a base ten value to a larger or smaller base and demonstrate the equality of the change using the appropriate rods.

      4) recall methods of representing the four operations.

      5) identify the purpose of Cuisenaire rods as a teaching technique

      6) identify the one selection short-coming of a linear program.

   b. Evaluation: A seven item objective test will be given to all participants at 3 PM on April 29. Grades will be assigned according to the format shown in the syllabus, i.e., 7-6=A, 5=B, 4-3=C, 2=D and 1-0=F.

   c. Purpose: Cuisenaire rods is one of the most commonly used devices in American and European schools to demonstrate number patterns. The rods can be used to show concretely numeration, all four operations, various numbers bases, and square measure. Those students participating will learn to use the rods in the same sequence as children would be taught. With Cuisenaire rods many first-graders can solve (1/2 x 8) (1/3 x 9) (1/5 x 10) = _____.

   d. Schedule: Cuisenaire rods will be taught via a slide-transparency presentation. Students may check-out a tape recorder, the tape, the transparencies, and a set of rods from the SEIMCE office--Ed. 104--and go through the materials anytime during the negotiation week but it must be completed before the scheduled evaluation. The materials must be used in the space provided by the SEIMIC. They cannot be removed from that area. Running time for the tape is approximately two hours.

   e. Instructor: Koch. Answers to the post test will be available on request from the instructor immediately after the test.

   f. Room: Ed. 104.

Negotiable: A Statistics Program for the t Test

I. Objectives

A. Upon completion of the programmed materials, 90% of the students will achieve a 90% competence level (90% correct) on a post-test covering the following concepts:

1. given a t table, reading the table to locate the correct level of significance.
2. selecting a logical interpretation of a t value from four or more choices.
3. given a t table, the t formula and two sets of scores each containing less than 10 value, compute a t value achieving a solution correct to two decimal places.

B. Upon completion of the programmed materials, the student will complete a write-up containing the following:

1. select a topic to teach in lab.
2. prepare a pretest and a post-test for that lesson--a minimum of 5 items each.
3. administer both tests to a minimum of 8 students.
4. compute a t test on the scores.
5. identify the appropriate significance level.

II. Evaluation

A. A 20 point test will be administered on Friday, Dec. 4 at 11:00--see IA 1-2 above.

B. A 20 point system will be applied to the write-up. The criteria are:

1. Were the pretest and post-test of similiar difficulty?
2. Did the pretest and post-test cover similar material?
3. Were copies of both tests included in the write-up?
4. Were 5 or more questions included in each test?
5. Were the data for 8 or more individual students shown?
6. Was the complete calculation of the t test shown?
7. Was the calculating arithmetically correct to the nearest two decimal places?
8. Was the appropriate level of significance identifed?
9. Were headings used to identify computations, e.g., "3.21--Mean Score for Pretest"?
10. Was the summary sheet explaining the data one page or less and doublespaced?
11. Did the summary sheet identify the lesson being taught?
12. Was a summary statement included that explained the resulting score?
13. Was an effect(s) identified which may have caused the difference included?
14. Was the above cause and effect relationship a logical conclusion?

15. Was the write-up, including data sheets, turned-in on time?

(Criteria 7, 8, 12, 13, 14 above will receive 2 points each--all other criteria are worth 1 point.)

C. A total of 40 points can be acquired on the negotiable (test plus write-up). Grades will be assigned on the following basis:
A - 40 - 35 points
B = 34 - 30 points
C = 29 - 24 points
D = 23 - 20 points
F = 19 - 0 points

III. Purpose

1. Are you interested in statistics?
2. Are you interested in Math?
3. Are you interested in educational research?
4. Would you like to know how to determine if you made a significant difference when you taught?
5. Would you like to be able to better understand the writings of researchers in education--to be an "expert" in your field as the public will expect of you in 1 1/2 years.

If you answered "Yes" to any of those questions this program may be of help to you. It will not make you a better teacher--but you will be more knowledgeable and better prepared to decide whether to use a new reading program, for example, because you can read the research. You will know how to determine if your kids learned significantly more from your teaching. On second thought, maybe you will be a better teacher.

IV. Schedule

A. Pick-up the programmed materials from your lab instructor during your negotiation conference - Wednesday Nov. 25

B. Read through all of the materials by Monday Nov. 30.

C. A one hour "help" session will be scheduled on Monday Nov. 30 at 11:00 -- attendance is optional.

D. A one hour test will be scheduled for Friday Dec. 4 at 11:00.

E. The test materials will be administered to your pupils on Tuesday Dec. 8.

F. The write-up will be due on Friday, Dec. 11 -- to avoid conferencing conflicts during finals week.

G. Total work time (minus teaching in lab) -- 5-7 hours.

V. Instructor -- Girod

VI. Room -- Ed. 207.

Negotiable Topic--Math

Different Number Systems

A. Objectives: Students, upon completion of a 2 hour elcture-work session, will be able to

1. construct a mod clock.
2. compute problems using any of the four operations--addition, subtraction, etc.
3. given four choices, select the one best answer that identified the rationale for the use of mod number systems and/or different number bases in the schools.
4. count in bases 2, 4 and 12 based cubed values.
5. identify place value for bases 2, 5, 10, and 12 via exponential values.
6. work selected addition, subtraction, and multiplication problems in bases 2, 5 and 12.

B. Evaluation: On Wednesday, Jan. 20 and 25 item test will be given to all students. Grades will be assigned according to the format: 25-22=A, 21-18=B, 17-13=C, 12-10=D, and 9-0=F.

C. Purpose: Many people majoring in elementary education do not understand three things about different number systems:

1. how to operate upon those systems themselves.
2. how to teach children to use those systems, and, most importantly,
3. why different number systems are taught.

This negotiable is designed to aid you in achieving greater understanding of the above three questions. The teaching for this negotiable will simulate the teaching strategies which we hope you will choose to use with children. (Note to those of you interested in primary--it is very easy to teach base five to five year olds.) (When is four minus one equal to five/)

D. Schedule: On Wednesday, January 13 from 10-12 a lecture-work session will be presented in Ed. 207. On Monday, January 18 from 11-12 a help-session will be given in Ed. 207--attendance is optional. On Wednesday, January 20 at 10-11 the final test will be given. Instruction will be supplemented via a very few worksheets. Total work-time for the entire negotiable will be about 4-5 hours.

E. Instructor: Girod. Answers to the post-test will be available on request immediately following the test.

F. Room: Ed. 207.

Negotiable Topic--Math

Cuisenaire rods

A. Objectives: Students, upon completion of the slide-transparency presentation on Cuisenaire rods, will be able to:

1. solve simple equations using Cuisenaire rods.
2. represent selected fractions with the appropriate rods.
3. change a base ten value to a larger or smaller base and demonstrate the equality of the change using the appropriate rods.
4. recall methods of representing the four operations.
5. identify the purposes of Cuisenaire rods as a teaching technique.
6. identify the one selected short-coming of a linear program.

B. Evaluation: A fourteen item objective test will be given to all participants at 10:00 AM of January 21. Grades will be assigned according to the format shown in the syllabus, i.e., 14-13=A, 12-10=B, 9-8=C, 7-5=D, and 4-0=F.

C. Purpose: Cuisenaire rods is one of the most commonly used devices in American and European schools to demonstrate number patterns. The rods can be used to show concretely numeration, all four operations, various number bases, and square measure. Those students participating will learn to use the rods in the same sequence as children would be taught. With Cuisenaire rods many first graders can solve (1/4 x 8)(1/3 x 9)(1/5 x 10) = _____.

D. Schedule: Cuisenaire rods will be taught via a tape-transparency presentation. Student pairs (work with one other student) may check-out a tape recorder, tape, the transparencies, and a set of rods from the ASEIMC--Ed.104--and go through the materials anytime (8-5) during the two negotiation weeks but it must be completed before the scheduled evaluation. The materials must be used in the ASEIMC. They cannot be removed from that area. Running time for the tape is approximately two hours.

E. Instructor: Girod. Answers to the post-test will be available on request from the instructor immediately after the test.

F. Room: Ed. 104.

Negotiable: Social Studies Games*

Objectives

Upon completion of three hours of class work, the student will:

1. select and state
    - a. a social situation to be simulated, and
    - b. a social science principle and/or concept to be exemplified, and/or
    - c. an attitudinal objective to be met.
2. construct and state a game that meets the following criteria:
    - a. a simulation of an event that is real or possible of occurring.
    - b. competitive--a winner could be defined based on criteria which the player could apply.
    - c. educational--the player(s) could demonstrate increased knowledge or a positive attitudinal change as a result of participation in the game.
    - d. include some method of assessing the player's achievement of the state objective (see 1b & c above).
    - e. the game will not require skills or knowledges which surpass those held by the majority of the intended audience.
3. turn in a write-up of the game which will meet the following criteria:
    - a. typed, double-spaced.
    - b. handed-in by Monday, March 1.
    - c. statement of directions given to the players.
    - d. an exact replica of all game materials.
    - e. less than three pages in length--three pages or less.

Evaluation

The following objectives will receive the following points:

1a-------1
1b-------3
2a-------5
2b-------3
2c-------6

2d-------3
2e-------4
3a-e-----5

TOTAL 30

Grades will be assigned on the following bases:

30-26 = A
25-22 = B
21-18 = C
17-15 = D
14- 0 = F

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* If less than ten people sign up for this negotiable we will be unable to offer this topic as a negotiable.

Negotiable: The Statement and Assessment of Behavioral Attitudinal Objectives

Objectives:

A. Upon completion of the programmed materials, the student will state one attitudinal objective in behavioral terms and will construct an assessment device to be administered to elementary school students.

B. Upon completion of the programmed materials, 90% of the students will achieve a 90% competence level (90% correct) on a post-test covering the following concepts:

1. selection of synonyms for the word attitude.
2. completion and/or construction of objectives for each level of a dual attitudinal hierarchy.
3. listing four selected measures used by psychologists.
4. construction of questions which demonstrate the use of a specified measure at a specified level.

C. Upon completion of the programmed materials, each student will:

1. administer his assessment device as a pretest.
2. teach a lesson on a topic which the student selects.
3. administer his assessment device as a post-test.
4. compare average scores of the pre- and post-test via a one-page double-spaced summary.

Evaluation

A. A 20 point test will be administered on Friday, December 4--see IB 1-4 above.

B. A 20 point system will be applied to the write-up. Criteria for the write-up:

1. Objective(s)
    a) Was the objective(s) behaviorally stated?
    b) Was the correct stage(s) identified?
    c) Was the correct level(s) identified?
2. Assessment device
    a) Was more than one question included?
    b) Was more than one stage represented?
    c) Was more than one level represented?
    d) Was the scoring done correctly (0-5, 0-3, or 3-0, 5-0)?
    e) Was provision for anonymity made and used?
    f) Was a pretest and a posttest administered to at least 6 pupils?
3. Presentation of data
    a) Were the individual scores shown?
    b) Was the complete calculation of the average for both tests shown --sum socres and number of students?
    c) Was the average difference correctly computed?
    d) Were headings used to identify computations, e.g., "3.21--average score for Pretest"?

4. Write-up
    a) Was a summary statement explaining the lesson included?
    b) Was a summary statement explaining the resulting scores included?
    c) Was an *effect*(s) identified which may have *caused* the difference included?
    d) Was the above cause and effect relationship a logical conclusion?
    e) Was the write-up only one page and double-spaced?
    f) Was the write-up, including data, turned-in on time?

C A total of forty points can be accrued on the negotiable (test plus write-up). Grades will be assigned on the following basis:

A = 40-35 points
B = 34-30 points
C = 29-24 points
D = 23-20 points
F = 19- 0 points

II. Purpose

We have spent a great deal of time discussing cognitive objectives--goals for pupils to meet in learning to read, do arithmetic, science, etc. but we haven't discussed attitudinal objectives. If a child correctly solves 90% or higher of the math items 90% of the time, that surely doesn't mean he likes math. (As some of you know from a previous negotiable it means he might very well be bored.) Wouldn't it be interesting to know if your students liked science, reading, poetry, painting, P.E., social studies, etc., better *after* you've taught. This negotiable is designed to teach you how to write objectives for attitudes, how to assess attitudes, and how to interpret your findings. Maybe you'll find that the kids like you better than you thought. (This negotiable will work well with the one on the t test.)

IV. Schedule

A. Pick-up the programmed materials from your lab instructor during your negotiation conference--Wednesday, November 25.

B. Read through all the material by Friday, December 4.

C. A one-hour "help" session will be scheduled on Friday, December 4, at 10:00 -- attendance is optional

D. A one-hour test will be given on Friday, December 4, at 11:00.

E. The attitude materials which you prepare will be administered to your pupils on Tuesday, December 8.

F. The write-up will be due on Friday, December 11, -- to avoid conferencing conflicts during finals week.

G. otal work time (minus teaching in lab)--6-8 hours.

V. Instructor--Girod

VI. Room--Ed. 207

Negotiable Activity: Science Modules

Instructor: Dr. Koch

Time: Two Hours - Student conducted

Description: "Module" is simply a term used in the Oregon Science Guide to identify topics.

A. Students participating in this activity will sign up for one of the following modules:

1. Shadows
2. Magnetism
3. Earthworms
4. Water Freezes
5. Rocks
6. Ants

B. Only one set of materials will be needed since the lessons will be scheduled for each individual by groups. Each group will contain six students, one for each module. By doing this, each participant will teach one module, and then "be a student" for the other five. This description may confuse you but the schedule will work.

C. Go to the Instructional Materials Center and check out a copy of Science Education for Oregon Schools. Become familiar with its contents by reading pp. vii to xxii. Then, find the description of your module, and develop a plan to teach a 15 minute lesson to a group of five (5) other block students.

Evaluation: How do you grade a teaching task to peers? I can't so--let's try this. A lesson plan will be handed in. The following questions will be asked:

(1) Does it have a behavioral objective(s)?
(2) Does it list needed supplies?
(3) Are the procedures related to the objective(s)?
(4) Is evaluation provided for?
(5) Is evaluation related to objectives?
(6) Does it include suggested revisions, i.e., statements to indicate how the lesson should be used in the future?

Yes's will be counted

0-1	F
2	D
3	C
4	B
5-6	A

Schedule: Monday, May 18 students will teach lessons in Ed. 207. Meet Thursday, 9:30, May 14, in Ed. 207 to choose topics.

Negotiable Activity

Title: Unit Preparation and/or Individualization

Purpose: To provide the student with the necessary skills to allow him to prepare units of instruction in elementary science suitable for group or individual pupil study with a process and/or content emphasis. A product suitable for immediate use at student's grade level is the goal.

Objective: The student, upon completion of one hour of lecture plus approximately six hours of outside work, will design a unit of study (defined here as 3 or more inter-related objectives) which will meet the following criteria:

1. a statement of purpose
2. a delineation of the behavioral objectives (process and/or content)
3. a logical sequencing of activities (defined here as: simple to complex, specific to general, or general statement to specific examples)
4. a set of exemplary test strategies to test the students' acquisition of the behaviors selected
5. a list of films, filmstrips, slides, books, and other media appropriate to the lesson

Evaluation: The items enumerated above will be used in the evaluation procedure. Points will be assigned in relation to the number of "Yes" answers to the following questions:

1. Does a statement of purpose precede the unit?
2. Are objectives stated behaviorally?
3. Are the objectives listed sequentially, i.e., are the process objectives listed accumlatively and/or the content objectives listed either inductively or deductively?
4. Are the procedures sequenced logically, i.e., either inductively or deductively?
5. Are student activities identified?
6. a. Do the processes not require a higher level skill? and/or
   b. Does the content taught not assume higher level learning?
7. Do the test strategies match an objective?
8. Are the test criteria identified for each objective?
9. Are supplementary materials listed or shown?

Schedule: Students will be given a one hour lecture on unit construction on Thursday, May 14, in Ed. 208 at 8:00 AM Special emphasis will be given to the preparation of micro-units (programs) suitable for use, with individuals via a tape recorded lesson. Techniques identified should be useful in planning either large or small units of instruction. The units will be handed-in for evaluation in Ed. 140 by no later than Friday, May 22. The unit (or a script if it is to be a tape) should be typed to protect your own interests. Individual help sessions can be scheduled for Friday, May 15, or Monday, May 18, from 8:00-10:00 AM.

Grading: 9-8 points = A, 7-6 = B, 5-4 = C, 3-2 = D, 1-0 = F.

Instructor: Girod

Useful Text: Tyler, R.W., Basic Principles of Curriculum and Instruction, pp. 41-57.

Appendix C

Instructional Objectives
Elementary Block-Reading
Initial Working Copy

The instructional program for elementary block at Oregon College of Education was originally designed to eliminate gaps and overlaps in traditional teacher education courses. The block program is composed of five major method courses, with the content from educational psychology serving as the major unifying, curricular thread. This course design enabled the instructional staff to provide an extended laboratory experience to pre-service elementary education students.

Reading-Language Arts

The consequence-level objectives for reading methods:*

A. The elementary block student will--

1. Identify specific reading skill needs in elementary school pupils.
2. Plan and prepare instructional materials to teach the specific reading skill needs identified in #1 above, and
3. Change pupils' behavior to enable them to attain an objective they could not attain at the start of the lesson.

B. Block students will demonstrate their proficiency with the above objectives in these areas of reading:

Word Recognition Skills (Perceptual)

1. Sight Word Skills
2. Discrimination Skills
3. Word Attach Skills
    a. Phonic Word Attack

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* Consequence level objective defined as the "teacher" is required to bring about change in pupils. Achievement of pupils taught by the teacher is criteria of objective assessement.

    b. Structural Word Attack
    c. Syllabic Word Attack

Comprehension Skills (Cognitive)

1. Word Meaning
2. Paragraph Meaning

(Affective)

The third major component of a student's reading behavior includes the affective domain, or how the pupil feels about reading, his interests, his self-image, etc. Some objectives have been established for this area. Others are embedded in the educational psychology listing. Specific, established objectives include:

1. The student will identify interests of pupils by administering an interest inventory to a group of ten pupils.
2. The student will design an activity related to the language arts based on the results of the interest inventory.

The word recognition and comprehension objectives can be classified terminal or consequence level objectives due to their field-centered operation. They are dependent upon many "lower-order" or enabling objectives. These components are presented in the matrix which follows:

THE PROCESS OF TEACHING READING

PERCEPTUAL	1.A. 1 IDENTIFY SPECIFIC READING SKILL NEEDS IN PUPILS	1.A. 2 PLAN AND PREPARE MATERIALS TO TEACH SPECIFIC SKILL NEEDS	1.A. 3 CHANGE PUPIL'S BEHAVIOR TO ATTAIN AN OBJECTIVE THEY COULD NOT ATTAIN AT START OF LESSON
WORD RECOGNITION Sight Word Skills	1. Why sight words? 2. Be able to identify appropriate objectives. a) Word lists-Dolch, Chali b) Basal Reader Vocab lists c) Service Words (4) IRS 3. Be able to design an informal test for sight word objectives. 4. Administer & interpret the informal test.	1. Principles of teaching S-W skills. 2. Prepare a lesson plan for sight word skill objectives using: a) Picture approach b) Look-Say approach c) Experience approach	Provide evidence of completion or demonstrate entire sequence.
Discrimination Skills	1. Why discrimination skills? 2. Identify objectives for discrimination. 3. Design informal tests for a) auditory b) visual 4. Administer & interpret informal tests.	1. Principles of teaching discrimination skills. (design) 2. Prepare lesson plans for a) auditory b) visual based on results of informal testing using "commercial" readiness-type materials.	Provide evidence of completion or demonstrate entire sequence.
Word Attack Skills	1. Why word attack skills? 2. What are they? Do you know them? 3. Identify word attack obj. 4. Standardized tests of knowledge. 5. Design informal test for a) Phonic word attack b) Structural word attack c) Syllabic word attack 6. Administer & interpret a,b,c.	1. Principles of teaching word attack skills 2. Prepare a lesson plan for a) PWA b) strWA c) sgllWA based on results of informal tests for both groups and individual setting.	Provide evidence of completion or demonstrate entire sequence.

COGNITIVE

COMPREHENSION Word Meaning Skills	1. Why word meaning skills? 2. Identify word meaning objectives 3. Design informal tests for a) Vocabularly approach b) Contentual approach 4. Administer & interpret designed informal tests	1. Principles of teaching word meaning skills. Design 2. Prepare a lesson plan for: a) Vocabulary b)	Provide evidence of completion or demonstrate entire sequence.
Paragraph Meaning Skills	1. Why paragraph meaning? 2. Identify types of para. meaning: (spell out 6) 3. Standardized tests of paragraph meaning 4. Design informal tests for six types of paragraph meaning skills. 5. Administer & interpret designed informal tests.	1. Principles of teaching paragraph meaning skills. Design 2. Prepare lesson plans for: a) Recall b) Interpretation c) Extrapolation d) Analysis e) Evaluation f) Rate	Provide evidence of completion or demonstrate entire sequence.
	Notes: (1) Informal tests will have definite criteria to meet. (2) Must have balance between individual and group activity.	Notes: (1) Lesson plans must meet definite, established criteria. (2) Balanced between individual and group.	Notes: (1) Practice varying ability levels. (2) Practice with varying sized groups. Notes: (1) Demonstrate competency with groups as negotiated or in some cases, with individual student.
AFFECTIVE	1. Identify interests of kids by age level through: a) Research b) Interest Inventorys	Design Plan activities to: a) Motivate b) build interest c) Faster reading examine.	

The above matrix identifies many of the activities necessary to reach the terminal objectives. Students receive information in many ways. Whenever possible, a lecture is avoided. Every attempt is made to structure the learning environment into small groups and seminar type settings to facilitate an open exhange of ideas, techniques, and concerns from both the college and school staff. Students are expected to do a great deal of outside preparation and reading prior to a scheduled meeting on a component identified in the above matrix. This preparation often involves extended conferencing with their laboratory supervisor in the public school. In some cases, the public school cooperating teacher is the major contributor to the college student's acquisition of knowledge. For example, the cooperating teacher must assist the college student in determining appropraiae sight word objectives. The teacher must also schedule time for the college student to complete the instructional sequence in a realistic fashion, i.e., with appropriate objectives and as an essential part of the on-going reading program in the classroom.

The cooperating public school teacher must be kept informed at all times of what students are working on, their assignments, responsibilities, and needs. This implies the extreme importance of free communication between the block instructional staff and the cooperating public schools. The initial Task Force at the Campus Elementary School has provided one method of increasing communication, and has suggested many way to improve the attainment of established objectives in the area of reading.

One major change identified by Task Force I was re-sequencing the objectives and reducing the number of objectives. This mutual concern lead to additional redesigning of the reading component of elementary block, and a plan to extend reading methods instruction over two terms. The suggested revisions also include some different ways to work with the college students in their area of interest, be it primary or intermediate. Public school personnel will conduct seminars, small group discussions, etc. on such topics as approaches to reading, why some children use a certain method as opposed to another, bibliotherapy, research skills, teaching map skills, readability, readiness, etc.

This strategy for teaching reading methods is based on the premis that instruction must be taken into the public schools to provide students with realistic situations, and this instruction should be the joint responsibility of the college faculty and public schools involved. This has many implications for the obligation of public school cooperating teachers to keep abreast of new developments in the field.

Chapter 11

Title: Internship Program

Institutions Involved: (1) Elementary Teacher Education Program
Southern Oregon College
Ashland, Oregon

(2) Eagle Point School District

Contacted Individuals: Dr. Chester Squire

OVERVIEW OF THE ELEMENT

The element is designed as a four-year internship program to provide an alternate means of preparing elementary teachers at Southern Oregon College. The element is characterized by the provision of: 1) A pre-internship teacher education program designed to dramatically diminish the existing gap between the development of promising practices by researchers in education and the appearance of these practices in the regular teacher education program; 2) A cadre of highly qualified supervising teachers as a basic means for providing the laboratory setting essential for an improved program of teacher preparation. It is assumed that the quality of supervision is a major factor in determining the quality of any program for inducting new members into the profession; 3) A means for more rapid dissemination of promising ideas and practices both at the college and school district levels; 4) A means of stimulating the improvement of educational opportunities for elementary school pupils in the cooperating school district; 5) Development of off-campus teacher education centers in geographic areas not presently utilized extensively by teacher education institutions, and 6) A more effective partnership between public school districts and a teacher education institution. Ten interns are currently completing this program.

CURRENT OPERATIONS OF THE PROJECT

Context Within Which the Element Rests

The Eagle Point Internship program at Southern Oregon College has been designed to prepare elementary teachers in an alternative pattern to their regular four-year program and/or five-year internship programs. The students in this element participate in two pre-internship experiences during the Spring and Summer of their Junior year in conjunction with methods courses in language arts and mathematics. These twelve credit hours of preparation enable the student to qualify for the senior year internship.

Selection of interns is a joint school-district-college responsibility. (See Appendix). Candidates apply to and are initially screened by the elementary education department. They are then interviewed by a team comprised of the Eagle Point School District superintendent and school principals. Employment as interns is based upon the same criteria as regular teachers.

This program has a built-in self support system. Two interns and one clinical intern supervisor teach two classrooms on the same grade level and share the salary that would normally be used for one teacher. Each intern receives $2,500 for the year and the supervisor $800. Within this structure the clinical professor is paid jointly by college and school district, thus creating the college's equity in the program.

Staff Identification and Responsibilities

Dr. Chester Squire, coordinator and director of intern programs at Southern Oregon College, began developing the present intern program approximately seven years ago. Data were gathered by visits to and observations of teacher education programs at colleges around the nation. These included such schools as Temple University, Sarah Lawrence College and Wayne State University. For three or four years, Dr. Squire worked with this information and his ideas trying to eliminate the 11 major gaps and inefficiencies identified in these programs. A field test on a limited basis was permitted by SOC in Ashland three years ago. Following the three years of testing, the State Department of Education and the Board of Higher Education granted the program full approval. The program is presently in its first year of operation.

Currently, there are ten interns supervised by five inter-supervisors and a clinical professor selected jointly by the school district and SOC. The clinical professor does not hold academic rank, and no college FTE is involved. His salary is paid jointly by the school and the college. The intern supervisors are fully supported by the school systems, and are given an additional $800 for their supervisory role in this program.

Supervision in the intern experience is recognized as the primary area of importance by SOC. Therefore, they have developed a sequence of activities to train supervisory personnel. District intern supervisors and the clinical professor are required to have fifteen quarter hours credit in supervision prior to assuming their role of supervisor. Required experiences include six hours of clinical supervision, plus nine more hours as agreed upon by the school district and the college. Prior to their second year as supervisors, each must have an additional six quarter hours of supervision, to be chosen from SOC supervision requirements for the State standard norm.

The responsibilities of the intern supervisor vary according to the level of proficiency demonstrated by the intern.* Diagram I illustrates a typical time allotment for fall quarter.

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*As the year progresses the intern assumes increasing classroom responsibilities.

DIAGRAM I

Room A

A.M.	Intern A (Language Arts and Math)	Intern Supervisor
P.M.	Intern Supervisor	Intern B

Variation of assignment may be made in several ways so that the intern supervisor may have opportunities to observe either intern when desired. A substitute teacher releases the intern supervisor from teaching duties occasionally throughout the first part of the year to provide the necessary time to work closely with intern teachers during this critical phase of the instructional process.

The clinical professor works in conjunction with the intern and supervisor teams. He observes and video-tapes as well as conducting weekly methods seminars.

Student Identification and Responsibilities

There are currently ten interns involved in the Senior section of this element four of whom are male and six female. In the Spring of their Junior year, students have a field-experience in the laboratory school on campus which is part of the Ashland School System. They receive three hours credit for this experience and an additional three hours for the related language arts seminar. In the mandatory summer sessions, the school experience is for five credits and the seminar in mathematics methods remains three.

The intern teaching occupies the entire senior year with a related three credit seminar each quarter. The credit breakdown comparable to student teaching is: fall - five credits, winter - five credits and spring - four credits. Thus, the total amount of professional education experience credits required for interns is thirteen quarter hours more than the amount specified in the regular four-year elementary program. (See Appendix B.) The program's flexibility allows students from the regular program to enter as late as the spring of their Junior year.

Major Activities Within the Element

As mentioned previously, students in this four-year internship program participate in two semesters of pre-internship training followed by full year of intern teaching. The students feel their practicum experience prepares them for a professional role in a dynamic, meaningful way. The close supervision each intern receives from his intern supervisor as well as the weekly observation sessions and supervisory cycles with the clinical professor were supportive evidence cited by interviewed interns.

In the classroom during their senior year, interns begin with only a half day's teaching, progressing toward a full day towards the middle of the term. This gradual introduction frees their intern supervisor for observation and helping plan lessons and curriculum. As the year progresses, the intern supervisor runs clinical cycles. The supervising teacher, clinical professor and the other intern observe the intern giving a series of lessons over a several day period. At the end of each day they point out strengths and weaknesses and jointly work out the next day's lessons. The intern has several behavioral or learning goals in mind for her pupils during these cycles. Evaluation also takes the form of video-taping, verbatim evaluation, Flanders tests and skills tasks. The feedback on these observations is always immediate and discussion can also be brought to the weekly seminar.

Current Operational Problems and Issues

This program defines as one of its broad goals the creation of a real partnership with a co-operating school district. In this context they have been faced with some lack of sensitivity to roles. This is manifested in what Dr. Squire calls "a principal's anxiety." They have found it takes a district a while to become accustomed to their program. Teachers and principals often feel threatened by the amount of responsibility and competency shown by the interns and fear being manipulated by the college. As soon as everyone becomes oriented to the program, this problem ceases.

The clinical professor also found some difficulty in conducting the field with feedback and had to be highly relevant and operational.

IMPACT AND EVALUATION OF ELEMENT

The chairman of the department of education is evaluating the SOC intern program in comparison to two institutions in Texas and Nebraska. The Minnesota Test of Teacher Attitudes and another measure designed to get at the knowledge and understanding students have of human development are being used.

In regard to other institutions, informal discussions have taken place with respect to creating an inner-institutional intern program. It is felt this would benefit the whole state and guarantee a quality supply of interns.

PROJECTED FUTURE OPERATIONS

The present stage of implementation is only part of the program as originally designed. Dr. Squire intends to redesign all elements in the professional education component to include the sophomore and junior years, as well as the senior year. This would make entry into the program less flexible, but would build a stronger foundation. At present, a student can move into the intern program as late as the spring of his Junior year.

Negotiations are now in progress to place the program on the coast at Brookings and Port Orford. This would add an additional sixteen interns which constitutes a full module. This would enable the coordinators to measure the impact on remote school districts in terms of staff and pupils creating working relationships.

Next year the Eagle Point Program will have twelve interns. There is also a possibility of having full modules in Curry County or Central Oregon. This could possibly raise the number of interns involved to forty-eight.

SUMMARY AND INTERPRETATIONS

The design and development of the element was primarily a college activity by SOC faculty members. However, full implementation of the element was only possible with full support of the local school district.

Learning is personalized to the extent that the intern receives close supervision. This supervision identifies strengths which are further developed, and weaknesses which can then receive additional attention at the weekly seminars.

Provision has been made for the systematic collection of data about student performance. This data will be used to compare the SOC interns with those in two other institutions.

APPENDIX A

CURRY COUNTY INTERNSHIP PROGRAM

These are certain significant benefits that can accrue to SOC by entering a teacher education partnership with the school districts in Curry County:

1. Interns, while a resident in Curry County during the senior year, will be enrolled at SOC for a minimum of 24 quarter hours. This, under present tuition rates, amounts to $408.00 for the year, a full tuition. For sixteen interns tuition would be $6,528.00. Should the salary of the clinical professor come to $13,500.00, the college would be operating almost at a break-even figure since SOC would pay for only one-half of the clinical professor's salary, or $6,750.00.

2. On an FTE basis a college teacher's load is 12 quarter hours. For supervision of student teachers, the ratio is 1 to 16. The clinical professor will be supervising 16 interns for the year plus teaching the related methods seminar, 3 quarter hours for three terms (9 quarter hours for the year). For this 1.25 FTE of service, SOC pays for one half FTE.

3. Laboratory experiences outside Lincoln School will occur in an off-campus center removed from those schools in the immediate area of the college which are overly impacted by college involvement. As the intern program expands, local districts should experience considerable relief.

4. This intern program truly forms a partnership in teacher education between public schools and the teacher preparation institution. Current trends indicate this is the direction teacher preparation will take in the near future. Through this program we will be in the forefront of new developments.

5. The most crucial factor relating to inducting new members effectively into the teaching profession is the quality of supervision. Until supervision is truly a profession, teacher preparation will really not be representative of professional stature. The intern program at SOC is designed to professionalize supervision at an exceptionally high level.

6. A major goal for SOC has been and will continue to be that of a regional institution serving the southwestern section of the State. Curry County lies within this area, but to date is relatively untouched by college influence. This intern program will directly involve this region in higher education in a manner which will effectively realize the goal of regional college influence.

	SS	F	W	S	Hours
JUNIOR	96 hours by end of Sophomore year, or may take work during SS to achieve 96	Ed 315 5 Art 226 2 Mus 381 4 Eng 388 4 Elective 3 18	Ed 313 3 Art 228 2 Ed 383 3 Ed 344 3 Mth 312 3 Elective 3 17	Ed 415 5 Sem (Rdg) 3 Ed 323 3 Mth 313 3 Elective 3 17	96 18 17 17 148
SENIOR	Ed 415 5 Sem (Mth) 3 Ed 435 3 11	Ed 415 5 Sem (Soc. Sci) 3 Elective 3 11	Ed 415 5 Sem (Sci) 3 Elective 3 11	Ed 415 5 Sem (LA) 3 Elective 3 11	148 11 11 11 11 192

Selection to candidacy Spring Term of Sophomore year. Admittance to Teacher Education prior to Fall term of Junior year.

A.M.	I	IS
P.M.	IS	I

Example of self-support feature

$7000.00		Beginning Teacher's Salary
	$2500.00	Intern #1 Salary
	2500.00	Intern #2 Salary
	5000.00	
	800.00	Intern Supervisor's salary per unit
	5800.00	
	400.00	Pay for substitute per unit
	6200.00	
	800.00	Clinical Professor's salary per unit
	$7000.00	

1. An intern module consists of;

   a. Eight Intern Supervisors
   b. Sixteen Interns
   c. One Clinical Professor

2.

Salary of Clinical Professor	$12,800.00	
Offset from Self-support feature	6,400.00	(8 x 800.00)
Balance paid by college.	$ 6,400.00	

Chapter 12

Title: The Co-operative Career Ladders Program

Agencies Involved: Roseburg Public School District #4
Roseburg, Oregon

Umpqua Community College
Roseburg, Oregon

Co-operating institutions of the Oregon State
System of Higher Education especially:

The University of Oregon
Eugene, Oregon

Individuals Interviewed:
Dr. Louis Rochon
Superintendant: Roseburg Public School District #4

Charles Plummer
Director of Admissions
Umpqua Community College

OVERVIEW OF THE ELEMENT

The Co-operative Career Ladders Program was designed to provide early entrance for prospective teachers into a classroom setting. The two basic divisions immediately involved in this element are Roseburg High School and Umpqua Community College.

The first stage of the element occurs at Roseburg High School. This past year approximately one hundred seniors were involved. At the high school level, the students are carefully screened by deans and counselors in terms of their desire and ability to work with children. These students then worked for one and a half hours each day in an elementary classroom. Prior to their entrance into the classroom, the students have a preliminary training session which gives them a few fundamentals about working with children. During the course period, the students attend seminars once or twice a month to discuss their experiences and to inquire about difficulties they have in working with their pupils. The students upon completion of the senior year phase of the element receive two hours of credit on a "pass" or "no pass" basis.

After a student has completed the first phase of the element he continues to Umpqua Community College and completes the sequence. At present, there are about forty students doing so. The student is involved in a course dealing with the educational process and the organization of the educational system. In addition to class time, the student assists public school teachers for at least two hours a week. The student receives one hour of credit per term for a maximum of three terms.

The final stage of the element is the practicum course. Doctor William Lacey from the University of Oregon supervises each of the students once a week while they work in the public school classrooms. The student must spend a minimum of three hours a week, but the average time actually spent is about ten hours. The student, upon successful completion of the practicum receives one credit hour per term for a maximum of three terms. After the student is finished at Umpqua Community College, he goes to a four year institution to complete his last two years in a regular teacher training program.

CURRENT OPERATIONS OF THE ELEMENT

Context within which the Element Rests

The responsibility for the element lies in three basic areas. The first year of the element is the pre-teaching experience for high school students and offered by Roseburg High School. The second and third year of a student's involvement in the element is at Umpqua Community College. Here the student is involved in an Education seminar and field experience in local schools. When a student has completed his coursework at the College, he then goes on to a regular four year college to complete his teacher training. The University of Oregon, in Eugene, is most closely associated to this element because of linkages to be explained later in this case profile.

The element was designed to allow early experience in the classroom for the education major in order to provide him with sufficient background to understand the role of a teacher. Hopefully, this experience will reinforce his career decision. If he realizes, however, that it does not, he can change fields without penalty.

Oftentimes in the regular four-year college experience, the student is not involved in the classroom until his senior year as a student teacher. If he realizes then, that he doesn't want to teach, it is too late to change fields without several more years of training. With its emphasis on early experience in the classroom, the element will alleviate this crisis in a student's career.

Staff Identification and Responsibilities

There are two individuals directly responsible to the element. Mrs. Ella Smith works half-time at the Roseburg High School as a co-ordinator and liason between the high school and the elementary schools. She is responsible for the assignment of high school students to the various schools and for the establishment of the seminars in which these students are involved. In working with the principals and teachers, she devises the subject matter of the seminars appropriate for the students and the pupils they deal with.

The other person directly responsible to the element is Dr. William Lacey from the University of Oregon. Doctor Lacey is contracted by the Community College to teach the two classes Ed. 207 (seminar) and Ed. 209 (practical field experience). He is also contracted by the Roseburg Schools to teach courses for the co-operating teachers in working with paraprofessional aides. In addition to the classes he teaches, Dr. Lacey supervises the College students two days a week in their public school classrooms in order to help them improve their teaching skills.

Student Identification

There are, at the high school level, about one hundred students involved with the element with a ratio of about two female for one male. At Umpqua Community College, about forty students are involved with the element with a ratio of about four females to one male.

Major Activities within the Element

At the high school level, each student was assigned to an elementary school teacher (a few students requested junior high and high school) and worked with that teacher's class for approximately one and a half hours each day.

Entrance into the element was not based on GPA. Upon application, each of these high school seniors was screened by deans and counselors on the basis of the student's motivation, which students could profit most from working with children, and which were able to do so. The people selected ranged from those with above average ability to underachievers. The major criteria were that a student must have a sincere interest in working with children and that he would abide by the guidelines set up to insure the program's success.

An additional factor playing an important role in the success of the element was the two week training program prior to the aides' entrance into the elementary classrooms. This program was designed to acquaint with problems he might face, selected basics of the growth and development of children and procedures to help children achieve self-confidence. By playing roles in the high school classroom, the students gained an understanding about discipline problems and ways to deal with them. During this preliminary period of training, emphasis was placed on the code for a student's personal conduct. Also included were discussions on the structure of the school system, lines of authority, and the place of the public in school affairs.

After the preliminary training was completed, students and their master teachers were matched. Only those teachers who requested aides and could indicate in what ways the aide would be utilized were included. The use of non-certified personnel was discussed by principals, teachers, the supervisor, and the high school dean. Emphasized were the importance of keeping lines of communication open, of each teacher's development of ways to use aides, and of planning with the aides. To allow for planning, students' schedules were arranged so that a block of time was set aside for that purpose. Also an allowance was made so that students observed their classrooms prior to their active involvement. Once or twice a month seminars, conducted by principals, some co-operating teachers, and the high school liason, were held at the high school to discuss any problems and for participation in the on-going evaluation of the element.

At the end of the school year, the aides, some co-operating teachers, principals, the high school dean of girls and the liason meet to discuss the events of the year and suggest changes for future years. At this time the students also fill out a questionnaire. An example of results from this questionnaire is included at the end of this case profile.

Two hours of credit were granted for completing the element with a "pass" or "no pass" awarded by the master teacher.

At Umpqua Community College there is no official screening for the element, with the student signing up for Ed. 207 and Ed. 209 at his disgression. The experience at the College level involves observation, routine and clerical activities, instructional material preparation, supervision, instruction, planning, and evaluation. The level of involvement and responsibility increases as a student becomes more experienced and capable. At the beginning, a considerable amount of time is spent in observation, routine and clerical activities, preparation of materials and limited supervision. As each student enters the final stages of the element, another trainee would be beginning by assuming the initial responsibilities.

The seminar, Ed. 207, represents the student's second year of involvement with the element. However, for students coming from outside school districts, this seminar is the initial experience. The course is an introduction to the field of education, discussing the nature of the educational process and the organization of the educational system. Students meet in class for one hour a week and are involved in other activities such as observation and assistance of teachers in elementary, junior high, and high schools in the area for at least two hours a week. For participation in this class, one hour of credit is granted per term for a maximum of three terms.

In the practicum course, Ed. 209, the field experience is extended to provide a progression of involvement and responsibility. Students are assigned for a minimum of three hours per week (the average amount of time actually spent is ten hours) to work in local elementary, junior high, and senior high schools. Class sessions are scheduled regularly and the remainder of the time is spent in planned educational field experience activities, the bulk of which are in the instructional area and the level of primary interest to the student. The student is responsible for assisting co-operating professional staff members in approved instructional activities.

As with Ed. 207, the student receives one hour credit per term for a maximum of three terms for his participation in the practicum course. The evaluation of the student is done by the master teacher and the class instructor, Dr. William Lacey. Dr. Lacey supervises the students once each week over the course period. The final evaluation of the student is in terms of the A through F grading scale based on his coursework and his work in the public school classroom.

IMPACT AND EVALUATION

All of the people involved have been very enthusiastic about the element. Although no formal evaluations of the element have been made, the informal evaluations have been very positive. For example, frequent meetings of the people working with the element help to solve any difficulties in the operation of the program. In these meetings the program is constantly being discussed and means of improvement implemented.

One sign of the favorable impact is that co-operating teachers asked to have an increase in the number of student aides. Also, when high school students were asked if they would be willing to take the element again, the reply was totally affirmative. Through observation, it has been discovered too, that the quality of the work of some of the pupils and some of the students has improved, seemingly due to their involvement with the element.

After the completion of the element at the high school level, the student is requested to fill out a questionnaire. The results of this inquiry as well as the questionnaire itself are presented in Appendix A.

SUMMARY OF THE ELEMENT

The element is designed to provide much off campus experience prior to entrance into a teacher training program. Because a student has early involvement in the classroom, he can discover whether or not he truly wants to become a teacher, thus avoiding the situation of seniors realizing during student teaching that they do not want to teach.

The element places teacher education in three basic stages:

I. In the senior year of high school, Roseburg students may work in classrooms as aides.

II. At Umpqua Community College, the student is involved in a seminar in the fundamentals of education and is involved in some practicum. The student then takes a course devoted to field experience and works in the public schools in progressively more responsible positions.

III. After completion of the element, the student goes to a four year college to complete his last two years in a regular teacher training program with confidence and conviction in his decision to become a teacher.

The element is designed essentially as a vehicle for experience in the classroom and does not concern itself greatly with specific skills. It is intended to develop a student's familiarity and confidence in the classroom setting as a firm basis for a regular teacher training program. In this role, by all visible signs, it is very effective.

APPENDIX A

Roseburg High School
Pre-Teaching Experience
Ella Smith, Coordinator

The following comments were made by the pre-teachers in answer to questions asked the in the last seminar. The answers, though grammatically incorrect at times are taken directly from their papers. I found their comments highly revealing of their attitudes toward teaching and toward the program, and I feel that perhaps you might find them intere and helpful while working with pre-teachers next year.

1. Are you going into teaching next year?

No	Undecided	Yes
44	10	30

2. Did the pre-teaching program help you make your decision?

Yes	No
64	18

3. Give reasons for your answer on number 2.

   1. I had already decided on teaching, that's why I took pre-teach.
   2. I came into the program to develop myself in self-discipline, responsibility, not to consider teaching as a career.
   3. I already had my field of study chosen.
   4. It has helped my understanding of the real job of a teacher and what it holds.
   5. I can understand a little better the problems facing the children.
   6. I was definitely going to be a teacher, but pre-teach has made me stop and think about it. I don't know whether I'd have the patience to teach all those children
   7. I thought about going into teaching, but there are too many teachers now. Many of them who graduate don't get into a teaching position. I really liked this program, but I doubt that I'll go into it now.
   8. I don't think that I have enough patience or endurance to cope with the same routine, such as teaching is, every day for 9 months a year.
   9. I don't have enough patience or dedication to be a teacher.
   10. Although I enjoy working with children, the program has shown me that I can't be thoroughly satisfied with a teacher-student relationship. So much of the time I felt frustrated because I desired a closer relationship with the children, yet at the same time I had to be more of a "teacher personality" in order to maintain authority.
   11. It did help me decide I didn't want to teach grade school because I would like to teach English and literature. I feel that I would be better teaching older childı
   12. I learned a lot about just what had to be done to be a teacher. It showed me that you can't just show up, but have to be prepared for each day.
   13. I plan to go into a special field of teaching--helping handicapped children.
   14. I was a little unsure of teaching when I first started this program, but the more I became involved with the students, the better I liked it.

15. I wasn't sure I wanted to go on through college to be a teacher until I started pre-teaching. But after working with all the different types of kids I know now that I want to go on.

16. When I went into the pre-teaching program, I had said I would definitely not go into teaching, but I now have changed my mind.

17. I enjoy working with the children, but I'm not sure that I'm suitable as a teacher. Therefore I think I'll not choose a major for another year.

18. I found out that there is so much work to do before and after school hours that there wouldn't be anytime for anything else to do.

19. It helped me decide that teaching would be worthwhile for me. And it made me realize how much I would like to help children learn.

20. I did really want to become a teacher, but I don't have the same feeling now. I would like to be a receptionist.

3. What changes would you make in the pre-teaching program? (The numbers in parentheses are the number of students making these comments.)

(1) 1. I would prefer last semester of the junior year and the first semester of the senior year.

(5) 2. Some teachers are giving their aides too much clerical work to do.

(23) 3. Spend more time at pre-teaching. Have 3 periods instead of two.

(2) 4. Give more help with teaching.

(4) 5. Change the grade level at semester time.

(2) 6. Cut down the number of seminars.

(47) 7. Leave it as it is.

4. How would you change the orientation program? (Some entered the program late and could not answer this.)

52 students said they would not change it.

5 persons wanted it all at once--not change schools.

5 said to cut it out all together.

3 wanted more things to do.

2 suggested having some of previous years pre-teachers talk to them.

1 wanted to go into discipline deeper.

6. What suggestions would you have for next year's pre-teachers? (I will use these during orientation next year.)

   1. Dress appropriately.
   2. Like children.
   3. Have a firm mind.
   4. Always have a smile.
   5. Keep your temper under control.
   6. Try to get along with the teachers.
   7. Have new ideas.
   8. Don't go to school where you know the students because it is harder to teach someone you know very well.
   9. Don't take this as a sluff class.
   10. The more you put into pre-teach, the more you get out of it.
   11. Prepare yourselves.
   12. Start out tough.
   13. Check and re-check on things to be carried out throughout the year.
   14. Understand the "kids" problems on their own level.
   15. Don't sit around and wait for the teacher to tell you what to do, but ask what to do. Then you'll become more involved.
   16. Have a pleasant attitude around students.
   17. Be rather strict and "hard nosed" from the beginning, so the students understand that you are a teacher, not a buddy and that they must obey you.
   18. Find out what measures you can take to administer discipline and know the rules of the school.
   19. Keep a friendly attitude toward the kids so they will want to learn from you.
   20. Be punctual.
   21. Have confidence.
   22. Be flexible as you have to handle many situations.
   23. Don't let the "kids" walk on you.
   24. Relax--the children can tell when you're nervous.
   25. Get to know your teacher as well as you can.

26. Try to set a good example and be willing to give up things for yourself so as to set the example.

27. Give it time and be patient in adapting.

28. Make sure you call the teachers if you are sick or if something comes up.

29. Get involved so you can be more enthusiastic.

30. My biggest problem was being too nice when I started--then I had trouble controlling the students.

31. Don't take the program unless you are really interested and like children.

32. Don't wear jeans to school and don't let the kids call you by your first name.

33. Be sure of a ride. Have alternate rides set up just in case.

34. Don't give in on discipline just because you're only there 2 hours.

35. Always remember the children need and want your help and will learn to respect, trust and love you, if you will put forth a little effort. Pre-teaching is more than just going to a school everyday and helping some child learn the alphabet, etc. It's helping the child to grow up, how to learn respect, and get along with others, etc. It is a very rewarding experience, and the knowledge you can gain is infinite.

36. Let the teacher know in the beginning you want to help with the children.

37. Be interested at all times in what the children tell you. This provides a better relationship with the children, especially younger ones.

38. Let them see things as though you were at their level. This is hard, but can be accomplished.

Chapter 13

Title: Individualized Student Teaching

Agency: Department of Education
Lewis and Clark College
Portland, Oregon

Contacted Individuals: Dr. Richard Steiner

OVERVIEW OF THE ELEMENT

Individualized Student Teaching is a dynamic approach to the student teaching experience and related methods seminars in secondary education at Lewis and Clark College. Seventy-eight students were enrolled in this element Spring Semester, 1971. The program operates with the Teaching Skill Goals (TSG) System, devised by Dr. Richard Steiner to promote confidence and independence in student teachers while enabling them to acquire basic instructional and personal skills in a short time. Students are given the main responsibility for identifying their strengths, weakness and needs, although the cooperating teacher provides constant feedback. The two program supervisors observe regularly in the classroom and offer additional advice when approached by students. Placing the responsibility on the students builds in flexibility for the advisors and fosters increased self-direction by the students.

CURRENT OPERATIONS OF THE PROGRAM

Context within which the Element Rests

Individualized student teaching at Lewis and Clark is a synthesis of Education 404, General Methods and Education 407, Student Teaching. As a required part of their total education program students enrolled are primarily seniors with some graduate students.

In its second year of operation, the element functions in coordination with school districts in the Portland area. The prime inter-agency roles rest on the relationship of the participating teacher and student teacher. A letter of introduction is sent to each teacher prior to his student's arrival. The cooperating teacher is encouraged to work with the student teacher along the guidelines of his own philosophy, but also to try and incorporate the TSG Systems ideas. By sharing his program booklet with the cooperating teacher, the student teacher can have the reinforcement and aid necessary for setting up his program. The two program advisors, Dr. Steiner and Dr. Robertson, also provide a linkage between the college and public school during their frequent classroom visitations.

The program's development began a year and one half ago, while the department was short one staff member. Taking this opportunity to utilize its other resources, the department decided to incorporate regular video taping sessions and the aid of graduate assistants. The emphasis on the student teachers responsibility for his own growth and skill development built in flexibility for the advisors. Dr. Steiner's booklet on the Teaching Skill Goals System became the framework for individualizing the training program. By identifying and seeking a list of skills the student teacher is aided to focus more clearly on his objectives and see teaching as a series of specific behaviors.

Staff Identification and Responsibility

Dr. Richard Steiner, Professor of Education, and Dr. Al Robertson, Assistant Professor of Education are the operators of the program. They are involved at 1.0 FTE each, but have additional responsibilities within the department. Their role has developed into that of a resource person as opposed to an evaluator or judge. The emphasis on personalizing relationships has furthered the elimination of the tension often existent in more traditional professor-student roles. The advisors attend the weekly methods seminars and offer comments and suggestions to the small group discussions. They are also responsible for observing each student in the classroom every other week. These visitations are pre-arranged by student appointment schedules. The observation format alternates between a write-up based on a modified model of "Cogan's Clinical Supervision Cycle" and video taping. The student and cooperating teacher each receive a copy of this write-up which they can incorporate in modifying goals. The student is required to write an analysis of the taping session and can request a joint viewing with his advisor. Although the observation and analysis role is an important one, the college advisors have several other major responsibilities.

In a sense the cooperating teacher also acts in the capacity of an advisor. He has the experience and competencies to interpret classroom behavior and communicate his perceptions to the student teacher in a meaningful way. The teacher aids his student in designing and seeking his Teaching Skill Goals and observes him frequently during the week's classes. Together they can plan the lesson to be observed by the supervisor emphasizing the student teacher's goals and progress. In addition to informal analyses and discussions, the cooperating teacher is responsible for a mid-term and final subjective recommendation write-up on the student teacher.

The last seminar of the term is attended by students, cooperating teachers, and faculty in order to evaluate and discuss the success of the quarter's events.

Student Identification and Responsibilities

There are presently seventy-eight students involved in this field experience. The enrollees include thirty-three males and forty-five females. Sixty-eight of the students are seniors and ten are graduate students. There is one black student enrolled.

The element engages students eight hours a day in the classroom for a 10 week term. They receive ten credits for this, and five credits for the methods seminar which meets once a week for two hours. Students are asked to keep one additional hour open each week for viewing tapes, counseling or using other resources.*

Several students mentioned the freedom they felt to consult their advisors and offer suggestions. No formal procedure is presently in operation that guarantees this, however, it commonly occurs. Prior to placement in the field a student may select the geographical as well as subject area in which he prefers to student teach.

Major Activities Within the Element

The key concept in this student teaching program is early responsibility. In order to provide a framework for this idea the student teacher works with his cooperating teacher to build confidence and competence. The Teaching Skills Goal System is part of the individually structured means to this end.

The student teacher keeps an annotated list of his skills which are included in his journal of classroom experiences and observations at the term's end. Although most students prepare a journal, presenting a research paper is an alternate project. Throughout the term students develop an acute ability for self-analysis, by identifying strengths and weaknesses through video tapes and supervisory feedback. The student often invites the advisor to observe his most difficult classes. The idea of achieving tangible skills or behavioral results spurs the student to continue adding and evaluating new additional skills. A formal self-evaluation is written and submitted at the end of the term.

Part of the student's responsibilities within the school building center around activities outside his own classroom. Observations in other classrooms in the school covering a variety of subject matter and teaching styles is essential for the student teacher. The involvement in activities such as faculty meetings, assemblies, forums, team teaching meetings, parties, field trips, PTA meetings, committees, and in-service sessions gives student teachers a chance to become familiar with the interactive demands in a broader situation.

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*As previously mentioned it is the student's responsibility to arrange the date of his observation sessions.

Current Operational Problems and Issues

In many teacher education programs, a problem arises from the independent variable of the supervising teacher's attitude and role perceptions. The staff at Lewis and Clark believes in allowing the cooperating teacher to adapt the TSG program with his own philosophy. The teacher is provided with a copy of the Individualized Student Teaching Booklet written by Dr. Steiner and an introductory letter of their expectations of the cooperating teacher's role. However, some teachers have not been able, or perhaps willing, to relate to the amount of freedom and responsibility assigned to the student teacher. In instances of severe disagreement with the programs' premises facilitators discontinue placing their students with these teachers.

Another problem of a structural nature, is the lack of funds for a more expanded program in terms of resource materials. The facilitators would like to provide a more developed seeking phase beyond that outlined in the booklet, what the library has and what they, themselves can share. This would include outside speakers as resource people, films and more video taping.

IMPACT AND EVALUATION

From a general standpoint the total impact of this program has been positive. The increasing demand and willingness on the part of the public school teachers to involve more student teachers from Lewis & Clark is one major indicator.

In terms of the student teachers, informal feedback data indicates an increase in the accuracy of their student self-analyses and increasing participation in the classroom. As the program develops, students have become more refined in stating their goals and abilities. It is relevant to note that students often invite the supervisors to observe their most challenging classes. In this way they are testing their developing skills as opposed to displaying or repeating acknowledged strengths.

Positive influence has been identified within the education department itself. There are several other courses moving away from a traditional classroom approach. The feeder course, Education 101, has developed its off-campus field experience in a manner resembling this program.

PROJECTED FUTURE OPERATIONS OF THE ELEMENT

Although the present implementation of the program meets the expectations of its originators, they feel there is room for more participation by the school district, particularly as resource people. They would like to see teachers and principals come on-campus and share ideas and concerns with the student teachers in seminars. They could offer help in the area of classroom management and control as well as specific subject methods. This summer an on-campus supervision course is being instituted to orient the teachers more fully to the programs philosophy.

SUMMARY AND INTERPRETATIONS

Major objectives of the element are stated in terms of performance criteria and observable behaviors.

Certain activities within the element are designed to make the student more aware of himself as a person so he can apply this increased knowledge to the teaching situation. Activities in the student teaching experience are personalized or individualized. This is the dominating theme of this element.

Data is systematically collected about the student, his activities, and plans. Feedback mechanisms have been designed to fully acquaint the student with his strengths and weaknesses.

Chapter 14

Title: Junior Sequence

Institutions Involved: (1) Education Department
Linfield College
McMinnville, Oregon

(2) The public schools of Yamhill County, Oregon

Individuals Interviewed: Dr. Ray Befus, Professor of Education
Dr. Tom Yonker, Associate Professor of Education
Six students in the program

OVERVIEW OF THE ELEMENT

The Junior Sequence element of the secondary education program at Linfield College is characterized by a combination of two semester-long courses, Sociological Foundations of Education, followed by Psychological Foundations. Concurrent with the courses, each student is involved in public schools as a teacher aide for 4-10 hours per week. Course work in the two courses is also coordinated to the extent that activities in the Social Foundations course are designed to lead into activities in the Psychological Foundations course. In addition, on-campus activities are directly related to experiences the students have as a teacher aide.

The instructional program of the Sequence is designed to meet the following needs in the preparation of teachers:

1) Allow students to observe, analyze, and participate in real life classroom activities.

2) Allow students to demonstrate, assess, and develop their competencies as prospective teachers in authentic classroom experiences.

3) Provide students with on-campus problem solving exercises which relate directly to the classroom environment.

4) Allow students choices in their develoment as teachers by providing alternative activities and experiences, and involving students in decisions related to the implementation of the curriculum.

5) Involve students in a humanizing process of education where they become sensitive to their personal attitudes, beliefs, and behaviors, as well as sensitive to the needs of their pupils and how their behaviors as teachers relates to their pupil needs.

In summary, the Junior Sequence is primarily designed to provide students with environments where they may become familiar by direct involvement with day to day classroom activities, prior to student teaching. In addition to this familiarity and the provision for the opportunity to demonstrate and develop teaching behaviors, emphasis is placed on self-understanding on the part of the individual teacher, in terms of his professional development and his sensitivity to the needs of his students.

CURRENT OPERATIONS OF THE ELEMENT

Context within which the element rests

At present, Linfield College offers teacher certification for students in secondary education only. The Junior sequence is the initial coursework in education for the students seeking secondary certification, and is required for all students. Prior to the Junior sequence, students take coursework in their major area. Following the Junior sequence, students continuing through the certification program enroll in the student teaching semester, which includes both general and special methods courses, concurrent with their student teaching experience. The relationship of the Junior sequence to the total teacher education program at Linfield can be diagrammed as follows:

Fr. - Soph	Jr.		Sr.
Coursework in Major Areas throughout the college	1st Sem. Social Foundations	2nd Sem. Psych. Foundations	1st or 2nd Sem. Student Teaching
	Teacher Aide Experience		General Methods Special Methods
	other coursework		

As can be seen in the diagram, the Junior Sequence has three major components. Students are enrolled in Social Foundations of Education the first semester of their junior year, followed by Psychologycal Foundations of Education their second semester. Course objectives and activities are designed to provide continuity from one course to the next, as will be explained later in the report. Concurrent with the two courses, students enrolled in the Junior sequence are involved as teacher aides in public schools in Yamhill County. In the first semester as part of the Social Foundations class, each student spends 40-60 hours a semester as a teacher aide in an elementary school. The following semester, with the Psychological Foundations class, each student spends approximately the same amount of time aiding in a secondary school.

Primary responsibility for operation of the Junior sequence lies with the Department of Education faculty at Linfield College. At present, there is no official, formal coordination of the planning and operation of the Junior Sequence among college faculty and public school personnel.

Rationale for Development

Development of the element as it presently exists is a reflection of the philosophy and background experiences of the college faculty. involved. The primary objectives of the element broadly stated, are identified below.

1. To provide prospective teachers with an environment where they may become oriented to the public school system and the real world of the teaching profession. This objecitve is met primarily through the teaching aide experience, where students receive continual contact with teachers and pupils in a public school setting for purposes of observation, development of teaching skills, and pupil-teacher interaction.

2. To orient students to a humanizing process of education, where students become sensitive to their behaviors and attitudes as individuals and their effect on students in the classroom. This is a critical focus of the entire Junior Sequence, and activities are continually aimed at having students come to a complete understanding of how they relate to students and peers, by assessing their personality and role as teachers.

3. To provide students with an assessment of their philosophies of education as well as examining outside theories, and to be able to translate these theories into practical techniques in the classroom. Activities are designed to bring about the usability of theory, through a coordination of what happens in the public school classroom and the on-campus activities. The primary activity for the development of theory into practicality has been the adoption of the problem solving approach, through case study role playing, and simulation classroom activity.

The primary rationale for the development of the Junior sequence is to provide students with environments, activities, and curriculum which would sensitize students to a humanistic approach to education, orient them to public school education, and allow theory and philosophy to be expressed in practical application in the classroom.

Staff Identification and Responsibilities

Primary responsibility for the development, implementation, and operation of the Junior Sequence lies with faculty at Linfield College, particularly Dr. Ray Befus, Professor of Education, and Dr. Thomas Yonker, Associate Professor of Education. Drs. Befus and Yonker share responsibility for the total operation of the Junior Sequence. Dr. Yonker is professor for the Social Foundations class and coordinates placement of teacher aides, while Dr. Befus has responsibility for the Psychological Foundations Course.

In addition to teaching responsibilities in these courses, which include lecture, discussion, evaluation, role playing, etc. both professors maintain an open office atmosphere which students have found to be most rewarding and have used to their advantage. Additional roles within the Junior Sequence include coordination and supervision of the total teacher aide experience by Dr. Yonker, organization and facilitation of sensitivity sessions for students in the Psychological Foundations course by Dr. Befus.

Student Identification and Responsibilities

While most of the students in the element are juniors, a small number of sophomores and seniors are enrolled by special arrangement. Although the sequence is designed so that students should take Social Foundations prior to Psychological Foundations, the total enrollment does include some students taking both courses. In addition to the course enrollment, fifty-five students are also involved in the aide experience, with approximately 1/3 in elementary schools and 2/3 in secondary schools as of Spring semester, 1971.

Once enrolled in the program, each student spends from four to ten hours per week in his aide experience at an elementary school the first semester (Social Foundations), and at a secondary school. the second semester (Psychological Foundations). In addition to the aide experience, each student meets for five hours per week in the Psychological Foundations course. The student receives credit for 5 semester hours for each course, or a total of ten semester hours credit for the Junior Sequence.

Officially, students enrolled in the sequence are seeking certification for secondary teaching. A few students in the sequence, however, are interested in elementary education, and with the adoption of an elementary program at Linfield next fall, enrollment in the sequence will include both elementary and secondary students.

Entry into the education program begins with the Junior Sequence. Students petition to enter the program. Continuation into the Psychological Foundations class is based on successful completion of first semester courses with a "C" grade. In a sense then, the Social Foundations course acts as an initial screening process for continuation through the Linfield program in secondary education.

Major Activities within the Element

Within the instructional program of the Junior Sequence, student activities are found in three components. The Teacher Aide Experience, Social Foundations, and Psychological Foundations. For descriptive purposes in this report, it is useful to identify activities in each of the above components separately. However, it is important to keep in mind that the three components are coordinated in such a manner that activities in one component complement activities in the other components. For example, the experiences the teacher aides have in the schools serve as a basis for much of the activity conducted on campus in the courses. In addition, the professors for the two courses design and revise their on-campus activities in concert with each other so that students engage in a continuity of experiences throughout the sequence.

Social Foundations of Education: The primary goal of this course is to orient students to the field of education and the social issues which are inherent in the educational system. Course activities are sequenced according to a number of topic areas. Classroom activity focuses on an examination of these issues through lecture, seminar discussions, readings, simulated teaching situations which are videotaped, guest lecturers and consultants, and problem solving through role playing by the students. These activities focus on topic areas from two main sources: case studies and materials drawn from the personal experiences of the professor during his secondary teaching career, and the experiences of the students through their teacher aide involvement. (See further examples of discussion materials in Appendix).

The underlying theme of all the course activities is to allow students to become aware of social issues, in education, and through the activities provided become involved as individuals in a process of self-examination of their role as a prospective teacher and how they choose to handle various situations common to classroom teaching. Through the aiding experience, the students are able to compare discussions in the classroom based on the source materials provided by the professor to actual experiences and observations they have as aides in the classroom. Source materials given to students are useful as tools for observation and classroom analysis, while concrete examples from the aiding experience provide additional concerns for class discussion, based on a sharing of ideas, analysis, and suggestions among all the students in the course.

In addition to these discussions, which function to relate theory to reality, the students in this course are able to select topics and prepare lessons in their content area which are then taught to the campus class and analyzed by the peers and the professor. The primary focus of these activities is the emphasis on preparation and presentation of lessons that are sensitive to the needs of the students at an affective level, rather than strictly transfer at the knowledge level.

Student evaluation in this course reflects an effort to provide students with an environment where they can develop skills in assessing their attitudes and behaviors as prospective teachers. The students are asked to determine what skills they feel they have developed as a result of class activity, and to define their behaviors and attitudes as teachers. To carry out this analysis of their behavior and attitudes, students utilize 1) video-taping, 2) written evaluations in which students express and define their attitudes and behaviors, and 3) one-to-one oral evaluations with the professor concerning what the students feel they have learned as a result of their classroom activities.

Emphasis in the class is not totally on the attainment of a letter grade, but rather on the student's development of self-assessment techniques that enable him to examine his attitudes and behaviors. By continual self-assessment, it is hoped that students become aware of the impact they have on pupils, primarily in the aiding experience, and the corrective measures they must take to improve their impact on pupils. In addition, students continually critique and evaluate the course activities, and adjustments are made in the course according to criticism, suggestions, and alternatives suggested by the students.

Psychological Foundations of Education: While the Social Foundations course begins to focus on specific attitudes and behaviors of prospective teachers, its primary focus is on generating a general awareness on the part of the students of social issues in education. Students begin to examine broad areas and topics, and how they see their role as a teacher in a setting of complex social issues in the public school. In the Psychological Foundations course, the students begin to examine and apply specific theories of learning to real classrooms, through case studies and problem solving situations. In addition, more time and emphasis is given to sensitizing students to their own attitudes and behaviors, as well as those of pupils and peers.

Course activities are designed with the underlying assumption that schools are in operation to meet the needs of students, and that instruction must be individualized to meet these needs. If this is in fact a general goal of education, then a primary function of teacher training is to prepare teachers who are in fact sensitive to the needs of individuals, i.e. pupil needs that are psychological and social as well as intellectual. With the above philosophy in mind, the professors have constructed classroom activities to generate such sensitivity on the part of the college students.

Classroom activities within the Psychological Foundations course begin with a presentation of human development, learning, and behavior theories through inductive lectures, readings, problem solving exercises, and class discussion, in order for students to examine numerous theories and to develop their own theory and philosophy of learning and behavior. The key to activities in this course, however, is that students are given a base to apply these theories through numerous problem solving activities based on actual case studies.

The sources of the case studies are threefold. First of all, selections are taken from the assigned text references. Secondly, case studies have been compiled from past experiences on the part of the Professor, Dr. Befus. Finally, Dr. Befus cooperates with the public schools in providing consultation on individual problem cases as they arise in the schools. These specific cases are written up into a case study profile, which Dr. Befus presents to his class for analysis and solution by the students.

Given the selection of case studies, which range from specific behavior or learning problems on the part of school pupils to parent-teacher conferences, students analyze the issues and devise their solutions to the problems. The case studies are handled in a variety of settings, including individual discussion, small and large group discussions, and role playing. Role playing may be done on a one-to-one basis with the professor or in front of the total class with peer critique and evaluation. Examples of simulation role playing include parent-teacher conferences, student-teacher experiences in general, or a teacher-slow-learner conference in particular. Many times the professor will play the role of the parent or problem child. Role playing exercises are periodically video-taped, which allows the students additional opportunities to examine their behaviors in these situations and identify specific theories they have utilized and how appropriate these theories are in the particular situation. The case simulations provide students with a testing ground for experiences they have in their teacher aide involvement, experiences which provide an additional source for on-campus discussion vis a vis behavior and learning theories examined in class. The key goal is the generation and development of theory that the students can utilize in actual real-life situations.

In addition to the content of behavior and learning theory, and its application in classroom and simulated case studies, students spend time on the construction of traditional and creative lesson plans, focusing on the desired outcomes of their students. To facilitate this learning activity, students divide into discipline areas and as a group develop ten lesson plans for their content area. Upon completion of the plans, a representative from the content group teaches one lesson to the total class, and receives peer and professor feedback during the presentation and from video-tape playback.

Concurrent with these classroom activities, students are divided into groups of ten for sensitivity sessions.

The goal of the sessions is to enable students to perceive how they relate to other individuals or groups, by recognizing both positive and negative feedback directed to them as individuals, and adjusting their attitudes and behaviors based upon this feedback. The peer sessions are designed to sensitize students so that they can transfer their awareness to classroom situations with their pupils; thereby, becoming more aware of what impact their personal attitudes and behaviors, as well as teaching techniques, are haivng on the students. Using feedback generated in the classroom, they can adapt their behaviors, when necessary, to more fully meet their students' psychological and learning needs.

As in the Social Foundations class, student evaluation is not totally focused upon receipt of a letter grade to indicate completion of course requirements, but also on the student's continual perception of his development in attitudes and behavior and their relation to his role as a teacher. Evaluation measures used include written and oral exams on the cognitive acquisition of theories, as well as demonstration of applied theory, problem solution, or case studies by the students. They are evaluated on the criteria for lesson plans they develop with emphasis on "why study it" in reference to content. Finally, student evaluation is primarily on a self-assessment level, with emphasis on "how I feel about it" concerning the principles and theories they apply in the aide experience and the case study simulations.

Teacher Aide Experience: Students involved in the teacher aide experience identified a varied set of activities in their public school experience. For a few students, the aide experience is primarily one of observation. For the majority, however, aiding also includes tutoring, handling paper work such as attendance, test correction and report reading, responsibility for recreational activities, preparation of specific lesson plans, and in many cases complete responsibility for classroom activities during their time at the school.

Individual activities and time schedules are worked out with the cooperating teacher, so that aiding experiences and total time involved may vary from student to student. However, the majority of the students have experienced involvement in all of the activities and responsibilities in the Teacher Aide experience.

Teacher aides are observed throughout the semester at the public school by Dr. Thomas Yonker. Experiences of aides are discussed in class as indicated previously in this section, and these experiences provide for the bulk of the discussion in the Social Foundations course. Evaluation of student aide performace is done by Drs. Befus and Yonker, the cooperating teachers, school principals and the students themselves.

Current Operational Problems and Issues

The adoption of a humanistic, field-centered element of teacher training has forced the faculty and the students to address some issues with regard to the teacher education program itself. By operating the type of coordinated sequence that is offered, the faculty feels that they must address themselves to being more definitive as a department and attempt to arrive at more concensual decisions. The impact of the program, which will be discussed further indicates that the faculty is dealing relatively effectively with the problem of concensual decision making, and that their complementary philosophies of education and teacher training are an asset rather than a drawback at this stage.

Operationally, the faculty see logistical problems in three main areas. One is the supervision of the aides, which they feel necessitates additional staff to provide effective and continual observation. Similarly, there is a problem in making sure that all aides are provided with a number of activities besides classroom observation. Also, the staff sees the need for additional time and scheduling to optimize the on-campus activities now in operation, particularly in scheduling the sensitivity sessions. In addition to these main concerns, the staff, while not regretting the scope of their involvement in the element, indicated they lack time to keep abreast of new curriculum techniques which may be applicable to the sequence. The position held by the staff then, is not only of dissatisfaction with the program as it now operates, but a need for additional committed faculty to enable them to provide more time and energy on what they have developed to date.

These sentiments were similarly echoed by the students, who indicated that the problem with the Junior Sequence was there wasn't enough of it. Students expressed concerns that: a) the sensitivity sessions should be expanded to involve students for more time, b) a similar program only broader in emphasis should be offered during the sophomore year, c) greater care should be taken in placing aides so that no one would be stuck with simply observing, and d) on-campus classroom activities should include additional simulation and lesson preparation and presentation as they are being utilized now, with additional chances for assessment and revamping of preparations.

IMPACT AND EVALUATION OF ELEMENT

The impact of the Junior Sequence on students, faculty, and public school personnel has been extensive and speaks extremely well for the operation of the element. Most dramatically, there has been a definite improvement in the "image" of education courses at the college. The faculty has indicated an increase in the enrollment and student participation in the education courses, and view the students as being more highly motivated towards teaching and more aware of their competencies than in past years. All the students interviewed indicated that these were the "best required courses they had taken." Students indicated they were attempting to bring about changes in other courses on campus they now feel are lacking in relevance and enthusiasm.

In addition to the image of education courses, the students have become enthusiastic about their personal self-growth in their attitudes and behaviors. Students credit the Junior Sequence as making them more appreciative of the needs, philosophies, and cultures of others. They see themselves as more perceptive to their personal assets, as well as able to identify and appreciate needs of pupils they have worked with, and being able to bring about desired changes in pupil behavior and learning. Discussion with faculty and students indicated a general rise in awareness and concern for teacher behavior and its impact on children, a positive reflection on the humanistic approach.

As a result of the aide experience, the public schools have become more involved with the college. School district personnel have praised the aide program and this support for the present Junior Sequence has influenced the decision by the college to implement the Elementary Program, which will result in staff expansion and additional course offerings from the Department of Education.

Finally, the operations of the Junior Sequence have enabled the college faculty, primarily through the teacher aide program, to become more involved in the public schools in the community. The result has been faculty contact with public schools and the sharing of resources between the public schools and the Education department. These groups have come together and discussed how the college can better provide assistance through the aide program to the schools, and enabled the college to utilize school resources in the college classroom as well. Education faculty have become more aware of the needs of the public schools and are able to incorporate curriculum and activities for college students which meet these needs.

In summary then, the Junior Sequence has provided students with an environment that has increased their awareness of the public school situation prior to student teaching. It has provided students with opportunities to become sensitive to their personal attitudes and behaviors and their relation to pupil needs, it has created an enthusiasm and esprit d'corps in the department of education that results in increased motivation on the part of students, it has increased communication and cooperativeness between the college and the public schools, and finally it has provided the impetus for coordinated planning and implementation of an additional program in elementary education at Linfield College.

FUTURE PROJECTIONS FOR THE ELEMENT

In terms of future projections for the Junior Sequence, mention has already been made of the planned program in Elementary Education, of which with the Junior Sequence will be a component. Continuation of the sequence will allow students an opportunity to aide in the elementary schools, as an introduction to the world of elementary educators.

Additional projections include:

1.) The development of a similar class at the Sophomore level, or adaptation of the present sequence to allow participation at the sophomore level.

2.) Addition of staff members for the purpose of aide supervision, either in the form of one full time supervisor from the college, or the hiring of school district teachers on a part time basis at the district level, by providing them free time to supervise aides within their particular school district.

3.) Acquisition of additional physical facilities on campus that will allow more laboratory space for video-taping, simulations, and self-assessment and analysis activities. This physical move has been procured and the new facilities are available for next fall.

4.) Expansion of field experience activities in the sequence so as to include student field trips, particularly to larger urban area and inner city schools. Also proposed are field experiences which allow students to observe in a number of classrooms to analyze diverse teaching methods of public school teachers.

5.) Establishment of ties with additional teacher training institutions, especially those providing aides in schools now serviced by Linfield.

6.) Extension of class time devoted to preparation of lessons, so that students can experience additional teaching techniques to supplement their "urge to teach", giving them more practice in teaching skills in preparation for their student teaching semester.

SUMMARY AND INTERPRETATIONS

Although the Junior Sequence at present does not involve public school personnel directly or officially in the planning and operation of the element, the program has served to establish lines of communication and groundwork for such cooperation. Presently, school districts and the college have verbal agreement in the placement of aides, the education professors may function in an unofficial advisory role on specific problems within the schools and public school personnel are utilized as guest speakers and consultants to the classes. However, with the development of the Elementary program, official ties are being formed between the college and the communities, so that in the future there will be joint planning and responsibility for program implementation and operation. The Junior Sequence activities, particularly the teaching aide program, have laid the groundwork for this coordination.

Secondly, the Junior Sequence program does provide students with year-long opportunities for off-campus learning experiences prior to student teaching. Students are afforded experiences which allow them to serve in a number of roles in public school classrooms, and these experiences provide a focus for much of the activity on the campus. Problems do exist with the aide experience, but college faculty, students, and public school personnel are aware of the shortcomings and are involved collectively to make necessary corrections to strengthen the aide experience for the students and the public schools.

Finally, the primary focus of the Junior Sequence is to provide an environment where students can become more responsible for assessing their competence, strengths and weaknesses and identify and incorporate corrective measures. Activities focus on the sensitizing of students to their personal behaviors and attitudes, and how these relate to the psychological, social, and intellectual needs of public school pupils. The humanizing process moves prospective teachers from the simple transfer of content knowledge to an awareness of how they affect students in a day to day stiuation. Students in the program have become sensitive to other individuals and this awareness has led them to seek out techniques of teaching that meet student needs. In addition, the students interviewed did not evidence the view of education courses as obstacles on a path which leads to a paper certificate, but rather perceived the courses as useful in preparing them to bring about demonstrated growth in the pupils with whom they worked.

APPENDIX

Dr. Yonker
The Commission on Teacher Education
By
California Teachers Association

SIX AREAS OF TEACHER COMPETENCE

What is good teaching? How can one identify a good teacher? These questions have long been two of the most baffling questions in education. Reason for the persistence in these efforts is readily found in the need to define teacher competence. Important educational decisions depend on such a definition. Key processes assume that such a definition exists.

A definition of teacher competence should be designed to serve two purposes. First, it should suggest kinds of evidence that identify the effective teacher. Secondly, it should call attention to important areas of teacher responsibility and indicate the expertness required in each area.

HOW MUCH COMPETENCE IS EXPECTED?

Even the experienced teacher may not achieve maximum expertness in all roles. Rather, satisfactory minimum competence should be expected for each role, with a high level of competence in those where the teacher has special aptitudes and interests. Within any given school organization there must be sufficient competence in each role so that each function may be adequately carried out. In addition, each function offers opportunity for specialized leadership. We are, however, concerned here primarily with teacher competence. Competences of specialized personnel require further exploration and definition.

Questions needing further study are: What level of competence in each role should be achieved in the pre-service program of preparation? How much are schools handicapped by inadequate initial preparation for any of the roles? These are questions for empirical research.

OUTLINE OF SIX TEACHER ROLES

The following descriptions of six teacher roles outline major functions and, in a general way, the areas of teacher competence that typify each role.

Teacher Roles in Promoting Pupil Growth

Role 1: Director of Learning

Guiding learning activities is recognized as basic. Such expertness requires a high degree of competence in devising, testing, and utilizing learning activities in the variety of situations confronting the teacher.

To be expert a teacher must achieve:
*Understanding of how pupils learn, demonstrated by ability to plan and direct effective learning activities.
*Understanding of the individual pupil, demonstrated by ability to meet individual needs and develop individual talents.
*Ability to appraise the effectiveness of activities in achieving desired outcomes.

Role 2: Counselor and Guidance Worker

Helping the pupil become as effective an individual as possible requires teacher competence as a counselor and guidance worker. This competence is also required to meet the responsibility to society for helping to educate individuals for all important social roles. These responsibilities require the teacher to deal effectively with pupils as individuals and in groups.

The teacher provides skilled individual counseling and guidance for pupils in solving academic and personal problems, although specialized services are utilized in unusual cases and circumstances.

To be effective in this role the teacher must be able to:
*Establish appropriate relationships with pupils, both individually and in groups.
*Collect accurate, pertinent information about pupils and use it effectively.
*Use suitable counseling procedures.
*Utilize accurate information in vocational guidance.
*Achieve effective relationships with the pupil's family.
*Recognize the need, when it arises, to request specialized guidance and counseling services.

Liaision Roles of the Teacher

Role 3: Mediator of the Culture

To see that members of society acquire the cultural heritage is a major responsibility of the teacher as mediator of the culture.

The teacher who is an effective mediator of the culture will:
*Define his objectives to include values important to the culture.
*Utilize his field of specialization to develop problem-solving effectiveness.
*Develop the appreciations, attitudes, and abilities required for effective participation in a democratic society.
*Draw on a scholarly background to enrich the cultural growth of his pupils.

Role 4: Link With the Community

The teacher is a link between organized society and its future member. The effectiveness of the school is measured, in the last analysis, by the success with which today's children meet the responsibilities of membership in tomorrow's adult society. This role includes liaison functions which are necessary for two purposes: to work cooperatively with the public in developing and interpreting an effective program of education and to provide for a systematic induction of youth into increasingly important community activities.

Competence in this role will be demonstrated by:
*Ability to participate with the public in planning the goals of education and in interpreting the school program.
*Finding opportunities to develop significant applications of subject-matter through educationally valuable pupil services to the community.
*Exercising leadership in community affairs with the purpose of making the community a better place in which young people may grow up.

Program-Building Roles

Role 5: Member of the School Staff

Program building within the local system is directed toward three important educational functions: to provide an articulated series of learning experiences leading to desired objectives; to provide an effective environment for developing the skills and attitudes needed for effective citizenship and for meeting developmental needs; and to provide for joint planning with the public on purposes and programs in education. The classroom is articulated with the school in each of these functions.

Competence of the teacher as a member of the school staff is revealed in these functions:
*Leading the public in studying over-all purposes and objectives of the school and evaluating the success with which all-school objectives are achieved.
*Articulating classroom objectives with those accepted for the school as a whole.
*Planning curricular and co-curricular activities.
*Sharing in administrative responsibilities for effective operation of the school program.
*Participating in development of school policies.

Role 6: Member of the Profession

Effectiveness as a member of the profession (not to be confused with membership in the voluntary organizations of the profession) calls for competence in three general areas of professional behavior: personnel relationships, professional growth, and effectiveness in dealing with problems of the profession.

Personal relationships with pupils, colleagues and members of the public.--In these relationships the member of any profession is expected to reveal professional attitudes, conform to the established code of professional ethics, and recognize the priority of societal interests.

Continued professional growth.--Procedures acquired in the pre-service program will be inadequate for a lifetime of service. Progress in the foundational disciplines constantly opens ways to more effective procedures. Needs created by social change seldom can be anticipated. The well-prepared teacher is one who can develop more effective practices to meet new requirements.

Professional growth is revealed by such activities as:
*Developing and testing more effective procedures individually, in the course of classroom activity, or in collaboration with specialized professional groups.
*Keeping informed on current trends, tendencies, and practices through professional literature and attendance at professional meetings.
*Contributing to professional literature.

Effectiveness in dealing with the general problems of the profession.--Characteristic of a profession is individual responsibility for achievement of professional goals over and above duties in the immediate setting. Individual obligations for solution of a given problem vary from moral and financial support to active leadership.

Important tasks include:

*Improving the quality of membership through improved programs of preparation, accreditation of programs, certification requirements, and recruitment of desirable personnel.
*Improving the economic and social welfare of the membership.
*Defining and enforcing professional standards.
*Accumulating a body of professional procedures tested and proved to be effective.
*Securing adequate physical facilities and financial support for the total school program.

Chapter 15

Title: Elementary Education Student Teaching Block

Involved Agencies: Department of Education
Marylhurst College
Marylhurst, Oregon

Local School Districts

Contacted Individuals: Sister Ann Myra Seaver, Sister Delores Preuitt, Sister Mary Burke, Dr. Edward Gottlieb, 5 students

OVERVIEW OF THE ELEMENT

The Student Teaching Block occurs in the final semester for students in the elementary education program at Marylhurst. There are three basic areas included in the Block Program: Curriculum, Student Teaching, and Synthesis and Evaluation. Upon successful completion of the Block, the student is granted sixteen semester credit hours.

The sequence is as follows: The student is involved full-time on campus for three days in orientation and methods work. For the next ten weeks, she student teaches for four days a week. Each Friday the students attend a day-long class in Curriculum held on the campus. The Curriculum class, covers teaching methods for science, mathematics, and social studies in addition to a study of thinking skills. For the remaining 5 weeks of the semester students teach five days a week in their home classroom and have a two hour class session on campus one night a week. When the Student Teaching experience is completed, a three day seminar is held to prepare for the first year of teaching and provide for evaluation of the student teaching experience.

The Student Teaching Block element is presently at the level of full implementation and is characterized primarily by emphasis on behavioral objectives and performance, by recurring evaluation of both the student and the content of the element, and by attempts to foster the student's understanding of her own competencies and weaknesses.

CURRENT OPERATIONS OF THE ELEMENT

Context within which the Element Rests

The element is the result of plans to revitalize the total curriculum of Marylhurst College developed several years ago. Faculty members studied teacher training programs in other colleges and universities across the nation before redesigning the Elementary Education Program. Marylhurst kept abreast of changes in teacher education through faculty relationships with the Association for Student Teaching and the American Association for Colleges of Teacher Education. In addition, the Comfield Project had major impact on program changes.

Through their studies, five Marylhurst faculty members devised a program that involved off-campus experiences to aid in the student's self-understanding, constant evaluation of the student and the program as a whole, and competency based objectives throughout each phase of the program. Suggestions from students and cooperating public school faculty have caused some minor revisions such as which subjects are dealt with in Curriculum class.

Three possibilities for academic specialization in teacher education at Marylhurst have evolved:

Option I:	A major selected from English, French, Spanish, art, music, biology, mathematics, history, sociology, health and physical education, or home economics with a minor in Elementary Education;
Option II:	A thirty-six semester hour of concentration selected from language arts, social science, or general science with a minor in Elementary Education;
Option III:	A thirty-six semester hour major in Elementary Education with a minor selected from English, journalism, speech and drama, French, German, Spanish, art, music, dance, history, psychology, biology, mathematics, health and physical education, home economics or library science.

Although all three are legitimate possibilities, students are not encouraged to choose option III. The Education Department recommends a more diverse education than the Elementary Education major can offer.

The Student Teaching Block element, as part of the total program, was designed to link methods classwork with the experience of student teaching, making study on campus more relevant to the student's actual situation and needs. By the time the student enters the element, she has learned basic skills such as preparing lesson plans and stating behavioral objectives. The Curriculum Class continues to support the student during the teaching experience with preparation through skill development, anticipation of likely situations, and consideration of challenges and interests that occur in the student teacher's classroom.

The design and functioning of the element is the responsibility of Marylhurst College. The college supervisors work closely with each of the involved school personnel to keep them informed about the element thus avoiding operational problems due to misunderstanding between the college campus and the public school classroom. Marylhurst operates its student teaching program in four public school districts. These are the West Linn, Lake Oswego, Tigard and Portland Public Schools.

Staff Identification and Responsibilities

Three staff members are responsible for the day-to-day functioning of the element and participation in the Curriculum class. Sister Mary Burke, the coordinator for the Curriculum class, states the behavioral objectives for each class session, prepares instructional materials, and evaluates the effectiveness of each class session. She teaches the "Thinking Skills" portion of the class. In addition, Sister Mary Burke occasionally observes student teachers in their home classrooms. The total time allotted for the coordinator is about .66 FTE. Sister Delores Preuitt, who works half-time with the element, helps in the teaching of the Curriculum class and supervises student teachers in the field. Sister Ann Myra Seaver, who works full time, arranges placement of student teachers. In addition to teaching in the Curriculum class, she observes in the public schools.

Meetings are held once a week to decide teaching responsibilities for the Curriculum session and to outline the behavioral objectives for that class. Less frequent meetings are held to discuss the direction the curriculum course is heading and to prepare a time sequence for achieving the desired goals. Dr. Edward Gottlieb, Chairman of the Education Department, and the three staff members named above determine program changes. Students and the cooperating public school teachers contribute to these decisions by providing a constant input of suggestions for program improvement which are often incorporated into the element.

The staff members use various methods to disseminate information about the element. These include meetings with teachers on the group and individual levels and frequent discussions with the public school principals. These meetings have been the major cause of the cohesiveness of the element in terms of its overall operation. Of the people interviewed, principals, and students, were more knowledgeable about the element than the cooperating teachers. However, the teachers cooperating with Marylhurst were much more informed than teachers encountered in similar field-centered programs.

Student Identification and Responsibilities

There are thirty senior women involved in the Student Teaching Block including one Japanese American and one Afro-American student. Over the course of the semester, each student has teaching or classroom assignments for six to eight hours a day, five days a week. When the student is working every day in the school classroom she attends a two hour night class once a week.

Behavioral objectives are stated for each aspect of the element and the student is responsible to successfully demonstrate mastery of the objectives. Examples of these behavioral objectives are found in the appendix on Student Teaching and Curriculum.

Major Activities Within Element

There are three basic divisions within the element: Curriculum, Student Teaching and Evaluation. For the major part of the semester, the student is involved with student teaching and the curriculum class. When student teaching is completed, three days are spent in evaluation of the teaching experience and preparation for the first year of teaching. A basic sketch of the time sequence is as follows:

3 days. . . . . On-Campus Orientation

9 weeks . . . . Monday through Thursday - student teaching
Friday - Curriculum on college campus

5 weeks . . . . Monday through Friday - student teaching
Thursday night - Curriculum

3 days. . . . . Synthesis and Evaluation

Prior to the student teaching experience each student is given a copy of the evaluation form which is written in terms of performance goals (a copy is included at the end of this case profile). Throughout the semester, the student is closely supervised by college advisors using various techniques of clinical supervision including videotape and tape recordings. The advisor then meets with the student to discuss these observations in terms of the stated objectives.

Great emphasis is placed on the student's ability to do self-evaluation. The student is taught such techniques as the Flanders Interaction Scale and the Gallagher's Grid for Analyzing Questions. Much use is made of video and audio tape recordings to enlarge students perspective in analyzing her skills.

Evaluation of the student is written up by her cooperating teacher at mid-term and the end of the semester. Included in this evaluation are personal qualities, classroom competencies, subject matter background and a space for observations not included in the form.

In connection with this student teaching experience the student is enrolled in a Curriculum class. Incorporated in this class are method sessions for mathematics, science, social studies, religion, thinking skills, and related topics. (A copy of the behavioral objectives given to the students is included at the end of this study.) These sessions deal with approaches and techniques useful in teaching particular subject matter. Included are the teaching of specific skills, such as the construction of lesson plans and stating behavioral objectives, the use of prepared materials, and a concentration on the AAAS, ESS, and SCIS science programs and on the Taba social studies program. "Thinking skills" emphasize such skills as observing, comparing, analyzing, synthesizing, and summarizing. Also included in the Curriculum class is a time for students to share their student teaching experiences. Students often bring in examples of the things their pupils are working on or show materials they have found to be effective.

While the student teacher is working all week in the classroom, Curriculum classes are held for two hours one night a week. This year there were speakers on parent-teacher conferences, drug education and sex education. The subjects will probably be changed next year as the students were not totally satisfied with these sessions.

In the three day seminar-Synthesis and Evaluation-the student evaluates her success as a teacher and the element as a whole. Also, she prepares materials and formulates basic subject matter plans for her first year of teaching. A copy of the activities of the seminar is found in "Student Teaching and Elementary Curriculum I" is included in the Appendix. Evaluation of the element and the student occurs throughout the semester. The student is evaluated by herself, by her advisors, and by her supervising teacher. Each class session on campus is evaluated--usually in written form, occasionally orally. (See Appendix B for a sample evaluation form.) In both the individual conferences and in written forms the student is urged to give any suggestions that might be used to improve the program. In addition there is a follow-up of first year teachers which includes a questionnaire for principals and the teachers themselves.

Certification for the student involved in the element is based on mastery of the stated objectives, the recommendation of the supervising teacher, and the recommendation of the advisor. The chairman of the Education Department then reviews the information and makes the decisions concerning a student's certification.

Current Operational Problems and Issues

The night sessions presented the major problem this past school year. Three topics were dealt with by outside speakers: parent-teacher conferences, drug education, and sex education. The student reaction to these presentations was not very favorable. There is presently discussion about how to improve the quality of presentations and/or identify subjects the students find more appropriate.

There is one issue that the faculty is presently discussing. It is felt that the supervising public school teachers need specific assistance from the College to play a more active role in the students' education. One method presently in effect is the clinical supervision course explained in further depth later in this Case Profile, but its effect has not been universal. There are no other concrete plans developed towards this goal as of yet, but efforts will soon be made to improve the role of the supervising teacher.

IMPACT AND EVALUATION

The element has had a very favorable impact on the students. Teachers and principals who have worked with Marylhurst students over the years have found these student teachers to be more competent, especially in terms of teaching thinking skills, developing process goals, and stating behavioral objectives. An opinion that was voiced repeatedly in interviews with principals and teachers was that the student teachers are poised and very much at ease with the children. The student teachers are very capable of self-evaluation, and able to objectively identify areas that need improvement.

Several of the supervising teachers have taken advantage of the clinical supervision course that Marylhurst offers to them free of charge. This course covers evaluation techniques such as the Flanders Interaction Scale and also helps cooperating public school teachers to use student teachers effectively as part of the classroom process. The supervising teacher is shown what skills to watch for in the student teacher and how to help her improve the skills she is weak in. All of the teachers who had taken the course were interviewed and stated that the course was as beneficial to their own teaching skills as it was to helping their student teachers'.

Evaluation of the element occurs at all stages both in written and in verbal forms. There is close linkage between College staff members and all of the involved people. The student is guided closely in her development of skills and is constantly asked to evaluate that guidance. In curriculum classes, the student is usually given a form stating the behavioral objectives of that class day and is questioned as to how well those objectives were fulfilled. (An example of this kind of evaluation is included at the end of this case profile). In addition, personal and program evaluation occurs in the individual conferences for which a statement is always written and kept on file. As an example of the effect these evaluations have had on the element it was cited that the evaluation forms for student teaching have been revised four times--twice during this past school year.

In addition to the constant evaluation of the element by those presently involved, Marylhurst also does some follow-up evaluation. First year teachers and their principals are asked to evaluate the effectiveness of the element and the total Elementary Education Program in terms of practical classroom teaching. The results are then compiled and are used in the decision-making process for movement of the element and the total Elementary Education Program.

PROJECTED FUTURE OPERATIONS OF THE ELEMENT

The element is at the level of full implementation and although improvements are certain to be made, there are no plans for additional stages. However, there is a plan for a Consortium that would include the element. Dr. Gottlieb is presently working with local school districts in planning a Consortium to pool the resources for a more effective teacher education program. As part of this plan, it is hoped that an intern program can be devised. The discussions for this Consortium are presently at the preliminary level and further information is unavailable.

SUMMARY AND INTERPRETATIONS

The element is the final stage of the Elementary Education Program at Marylhurst and consists of three basic portions: Curriculum, Student Teaching, and a seminar in Evaluation and Synthesis.

The Curriculum class deals with mathematics, science, social studies, religion, and thinking skills. The morning is spent in the discussion of science, mathematics, social studies, and religion, teaching various approaches, techniques, use of prepared materials, and a concentration on the use of specific commercial programs for social studies and science. The afternoon is spent in discussion of thinking skills, sharing experiences from student teaching, and in follow up conferences for individuals who didn't have time to discuss their classroom observation sessions with their advisor. This class is held each Friday during the period when the student works four days a week in her home classroom.

The student teaching experience is closely supervised with assistance given by both the cooperating teacher and the College supervisor. The student is very familiar with techniques of self-evaluation and is helped by her supervisors with the aid of videotape equipment and tape recordings. There are two evaluations of the student's skills by the supervising teacher: one at midterm and one at the end of the semester.

After student teaching and the Curriculum class are completed, the student is involved in a three day seminar in Synthesis and Evaluation. In this seminar, the student evaluates the work she has done in the classroom, shares experiences and materials with other students, prepares for her first year of teaching, and evaluates the success of the element.

Evaluation occurs for both the student and the element throughout the semester and an additional evaluation is made after the student's first year of teaching.

Marylhurst and the cooperating school personnel work closely together, although Marylhurst is totally responsible for definition of the element. The staff from the College are constantly trying to keep all of the people involved informed about the element. This attempt has been successful, although more effort seems to be desirable in helping the cooperating teacher play a more definite role in the education of the student.

Throughout the element, behavioral objectives are stated and the student is responsible for their successful completion in order to be certified.

This element is especially strong in their statement of behavioral objectives, their constant evaluation of the student and the effectiveness of elemental parts, and in their attempts to foster the student's ability for self-assessment. In addition, there is a great amount of energy spent in continuing the good relationship between the College and the cooperating school personnel and in keeping all persons involved aware of the contents and the movement of the element.

Appendix A

STUDENT TEACHING AND
ELEMENTARY CURRICULUM I

At the completion of this course students should have demonstrated their ability to:

Self-evaluation

1. identify their strengths and weaknesses as a teacher
    - a) ways to identify would include
        - 1) conferences with college supervisor
        - 2) use of video tape twice
        - 3) use of verbatim data
        - 4) evaluation forms, mid-year and end of semester
    - b) identification should involve data to support, rather than opionion
2. construct one or more ways of strengthening the points in a) (above)
3. demonstrate at least one way of strengthening in actual performance

Planning

4. identify, name, distinguish and construct the parts of a lesson plan
5. write at least one plan a week using
    - a) behavioral objectives
    - b) means and materials
    - c) evaluation which fits the objectives
6. Construct alternatives for sections in a lesson plan
    - a) at the time of the pre-conference
    - b) during the teaching situation
7. identify and demonstrate a variety of means and materials within teaching

8. identify and distinguish
    - a) mathematics
        - 1) role of textbook, content, structure, reinforcement
        - 2) role of practice, amount and variety
        - 3) products and processes at their grade level
        - 4) ways of providing for individual differences
        - 5) application of steps in concept development
        - 6) use of AV materials in teaching
        - 7) correlation with science programs
    - b) science
        - 1) programs AAAS, ESS, SCIS
        - 2) demonstrate basic skills at grade level
        - 3) state philosophy behind current programs
        - 4) compare new programs to textbook
    - c) social studies
        - 1) courses of study, simulation games, Taba, textbooks
        - 2) Taba
            - a) identify and construct the 3 thinking tasks
            - b) construct a retrieval chart
            - c) distinguish types of thinking in each task
        - 3) forms of organizing material, unit and module
        - 4) kinds of content and process
            - a) cognitive (subject matter areas including geographical, historical, economics, sociology, political science and anthropology)
            - b) skills (map, graph, group work, research)
            - c) attitudes and values
                - 1) identify 3 or more ways to present the process of valuing
                - 2) construct responses to aid value evaluation
    - d) religion
        - 1) series and approaches
        - 2) factual content at each grade level

- e) thinking and questions
  - 1) data
    - a) acquisition
    - b) assimilation
  - 2) concept
    - a) formation
    - b) expansion
    - c) assessment - level concrete or abstract
  - 3) generalization
    - a) development
    - b) expansion
    - c) assessment
  - 4) kinds of thinking
  - 5) questioning
    - a) kinds and levels
    - b) type of thinking required for each kind
    - c) relationship to data, concept, generalization
- f) other topics
  - 1) identify ways of using
    - a) overhead projector, filmstrips, films, tapes
    - b) state a rational for the use of AV in one particular lesson and demonstrate the lesson
  - 2) identify sources of AV materials
  - 3) identify ways of using a teacher aide effectively
  - 4) construct ways to organize projects and ways of evaluating projects
  - 5) state the purposes and procedures for parent-teacher conferences
  - 6) state purposes of grading and construct alternative ways of obtaining the same purposes

To have successfully completed the course, students should do each item, numbers 1 through 7 and half of each of the subpoints under number 8. In the "other topics" section, 4 or more should be done. All these should be done without the use of notes.

SEMINAR: SYNTHESIS AND EVALUATION

1. State in writing your philosophy of education.
2. Write an evaluation of 1) your strengths and weaknesses as a teacher, 2) curriculum class, 3) your college supervisor.
3. List the responsibilities in each subject area at your grade level. Use the Language Arts Guidebook, and other sources to chart the interrelationships. Construct a plan for the year for completing this overview.
4. Construct ways and materials for assisting the students you will have next.
5. Confer with your college supervisor to 1) evaluate your extensive unit, 2) yourself as a teacher, 3) state 3 or more ways that you will be able to use for self-evaluation during your next teaching experience.
6. Have a question and answer period with an elementary school principal to clarify principal-staff relations.
7. Identify and give examples of paraphrasing, perception checks, binding and freeing responses.
8. View two or three films on the topic of drugs, use and misuse and abuse.
9. Work on materials for teaching and share ideas on various topics, selected by the group.
10. Sister Ann Myra will discuss innovative trends in education.

OBJECTIVES WHICH WERE INCLUDED IN CURRICULUM CLASS, SPRING TERM, 1971

ABLE TO IDENTIFY, DEFINE, DISTINGUISH the following kinds of thinking: observation, classification, comparison, assumption, collection and organization of data, forming hypothesis, summarizing, interpreting, critical thinking, predicting, applying facts to new situations

IDENTIFY AND DISTINGUISH

IN MATH the following

1) role of textbook, games, reinforcement
2) role of practice, amount and variety
3) products and processes at their grade level (scope and sequence)
4) ways of providing for individual differences
5) application of the steps in forming concepts
6) use of visual materials in teaching
7) correlation with science programs
8) list criteria for the selection of games
9) define what constitutes a diagnostic test, state how to correct it and how to use the results

IN SCIENCE THE FOLLOWING

1) programs AAAS and ESS
2) basic skills at their grade level
3) state philosophy behind the current programs
4) compare new programs to textbook
5) construct a skill approach to a textbook content area

IN SOCIAL)STUDIES THE FOLLOWING

1) a unit, with the parts of 1) general content and skill objectives, 2) daily lesson plans and 3) means of evaluati
2) other ways of organizing: modules and/or generalizations
3) distinguish approaches as mainly content or process in a p
4) kinds of content: geographical, historical, anthropology,
5) relationship between lesson planning and unit planning

IDENTIFY way of using AV materials and machines.

CONSTRUCT an explanation and/or definition of an inquiry session.

IDENTIFY ways of evaluating your own teaching performance.

STATE sources of information and procedures needed in planning a field trip.

IDENTIFY three or more ways to help students clarify their values and construct responses to value indicator statements.

Appendix B

Evaluation

1. How much do you feel you learned today? Check in front of the word.

none	a little	quite a bit	a lot

2. How often did you feel lost during the sessions?

most of the time	a few times	not lost at all

What made you feel lost?____

____

3. How often did you feel you wanted some extra help during class?

______quite a few times	_______once or twice
______several times	_______wanted no help

4. These were the objectives today. Please mark how valuable they were to you personally and to what degree you are able to do them.

A. identify and construct the steps in planning and teaching a unit

VALUE	ACHIEVEMENT
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Least Most	Least Most

B. compare a subject matter approach and a process approach

value_________________ achievement_________________

C. construct a way to interpret data

D. define operationally the skill of summarizing and summarize other skills

value________________ achievement________________

Other comments____

____

____

Appendix C

EVALUATION OF CURRICULUM CLASS

This refers to all the classes held during this term.

1. I found the sessions on the thinking skills to be_________________________.

   If these were to be included in next years curriculum class I would suggest

   ____.

2. I found the information given in math to be____________________________ .

   I found the information given in science to be______________________________

   I found the information given in Social Studies______________________________

   I would suggest____

   ____

3. The night sessions were____.

   I found the session on drug ed. to be______________________________________.

   I found the session on parent-teacher conferences to be_____________________

   I found the session on sex ed. to be____

Please suggest any other topics which would have been equally or more valuable to include.

____

Would you suggest that night sessions be held next year for the student teachers'

________Yes_________No Any comments____

____

4. I found the assignments (the unit and the three scope and sequence charts) in curriculum to be____

5. Any other comments or suggestions about curriculum class, please add here. Thank you. ____

   ____

   ____

Appendix D

Seminar

Schedule

	9:00-9:45	Announcements		
Monday	9:45-	First weeks of school		
		Set-up materials	Primary Rm. 108,	Intermediate Rm. 211
	1:15	Primary meeting in Curriculum Lib.		
		Intermediate in Rm. 211 L.A. Scope and Seq.		
Tuesday	9:00	Curriculum evaluation		Rm. 109
	9:20	Philosophy of Ed.	S. Dolores	Staff-relations
	1:15-2	Optional discussions	S. Mary	Taba Soc. St. Rm. 114
Wednesday	10:30	Optional Discussion/Presentation S. Mary - The Teaching of Religion Rm 114		
	Noon	1) hand-in summary of what you did during seminar to your coll. supervisor. (boxes in office across from S. Davia's) 2) Student-teaching evaluation 3) Philosophy of Education, if not handed in sooner 4) Collect all your materials		

Places - 106 S. Ann Myra's books
- Free rooms
  - Monday p.m. 108, 109, 211, 214
  - Tuesday a.m. 108, 202, 211
  - Tuesday p.m. 108, 109, 114, 211, 214 discussion
  - Wednesday all rooms free
- Dittoes, paper punch in office across from S. Davia's
- Coffee, tea, Tang in little snack room

Any hand-outs will be left in primary room 108
intermediate room 211

Appendix E

Marylhurst College
Marylhurst, Oregon 97036
Telephone: 636-8141

Mid-Term

Evaluation of Basic Teaching Competencies

Name of Teacher being evaluated ______________________________

Grade level or content areas ______________________________

School ____________________ District ____________________

City ____________________ State ____________________

Reported by ____________________ Position ____________________

Please circle the letter which best describes the student teacher's performance.

P - Progressing effectively
S - Needs some improvement
M - Needs much improvement
N - No opportunity to observe

Classroom Competencies

P S M N 1. Constructs obtainable, worthwhile and clear subject matter goals.

P S M N 2. Includes process goals in lesson planning e.g. thinking and skill goals.

P S M N 3. Constructs situations to assist pupils in clarifying their attitudes and values.

P S M N 4. Sets reasonable standards of performance and differentiates lesson activities for varied pupil abilities and needs.

P S M N 5. Plans daily and sequential lessons utilizing effective strategies to achieve goals.

P S M N 6. Makes regular use of varied media.

P S M N 7. Uses a variety of questioning strategies, teacher and pupil initiated, to achieve appropriate goals.

P S M N 8. Promotes and achieves pupil involvement and initiative, e.g. positive student-to-student interaction.

P S M N 9. Employs alternative strategies as needs arise, e.g. digressions, unpredicted reactions.

P S M N 10. Establishes and maintains effective class control.

P S M N 11. Provides for and utilizes pupil planning, decision making and evaluation.

P S M N 12. Plans and analyzes lessons in terms of appropriate levels, e.g. simple to complex, concrete to abstract.

P S. M N 13. Constructs devices and activities to gather relevant data on achievement of lesson goals and uses feedback to plan future lessons.

P S M N 14. Shows initiative and skill in evaluating herself.

P S M N 15. Demonstrates application of interpersonal skills, e.g. paraphrases, uses feelings constructively.

P S M N 16. Demonstrated knowledge of subject matter area(s).

II. Comment on the following personal qualities:

Responsibility: Fulfills personal and group obligations, works to capacity, loyal

Comments ____

____

Self-directive: Shows resourcefulness, innovates, carried through, evaluates

Comments ____

____

Marylhurst College
Marylhurst, Oregon 97036
Telephone: 636-8141

Date ____________

Name of teacher being evaluated ____________

Grade level or content areas ____________

School ____________ District ____________

City ____________ State ____________ Zip Code ____________

EVALUATION OF BASIC TEACHING COMPETENCIES

I. Personal Qualities

Please Indicate:

1 - Exceptional 2 - Strong 3 - Adequate 4 - Weak N - No opportunity to observe

______PHYSICAL HEALTH: Stamina, vigor

______EMOTIONAL STABILITY: Adaptability, self-control, openmindedness, judgment under stress

______PERSONALITY: Sense of humor, poise, self-confidence, integrity,, considerate of feelings of others

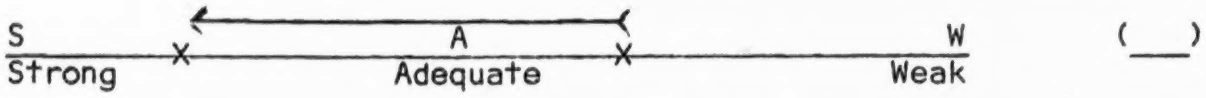
______RESPONSIBILITY: Fulfills personal and group obligations, works to capacity, loyal

______SELF-DIRECTIVE: Shows resourcefulness, innovates, carries through, evaluates

II. Classroom Competencies

Express your evaluation of each competency by placing an X where the teacher began and an X where the teacher is presently. Draw an arrow above the X's, indicating the direction of growth. If an item cannot be evaluated place a (✓) in the (___) on the right side of the item.

Sample:



1. Constructs obtainable, worthwhile and clear subject matter goals.

S ____________ A ____________ W (___)

2. Lesson goals include varied forms of thinking and problem solving skills as well as subject matter.

S ____________ A ____________ W (___)

3. Plans daily and sequential lessons utilizing effective strategies to achieve goals.

S ____________ A ____________ W (___)

4. Attends to sequence within lessons, e.g. known to unknown, easy to difficult.

S ____________ A ____________ W (___)

5. Uses a variety of questioning strategies, teacher and pupil initiated, to achieve appropriate goals.

S ____________ A ____________ W (___)

6. Adjusts strategies as needs arise, e.g. digressions, unpredicted reactions, disruptions.

S ____________ A ____________ W (___)

7. Sets reasonable standards of performance and differentiates lesson activities for varied pupil abilities and needs.

S ____________ A ____________ W

8. Promotes and achieves pupil involvement and initiative.

S ____________ A ____________ W (___)

9. Includes pupils in planning and evaluation.

S ____________ A ____________ W (___)

10. Makes regular use of varied media.

S ____________ A ____________ W (___)

11. Employs devices to check on achievement of lesson goals and uses feedback in planning subsequent lessons.

S ____________ A ____________ W (___)

12. Plans ways to assist pupils in clarifying their attitudes and values, e.g. role playing, group discussions, self-reporting techniques.

S ____________ A ____________ W (___)

13. Establishes and maintains effective class control.

S ____________ A ____________ W (___)

14. Demonstrates application of interpersonal skills, e.g. paraphrases, uses feelings constructively.

S ______________ A ______________ W (___)

15. Shows initiative and skills in evaluating herself.

S ______________ A ______________ W (___)

III. Subject Matter Background

Knowledge of subject matter area(s) in this teaching situation.

S ______________ A ______________ W (___)

Comments on subject matter background ______________________________

____

____

Additional observations, if any. ______________________________

____

____

____

____

____

____

____

____

____

V. Recommendation of Supervising Teacher(s)

I (believe) (do not believe) that ______________________ is competent for the position of a first year teacher.

Signature(s)

____

____

MARYLHURST COLLEGE

Department of Teacher Education

EVALUATION OF STUDENT TEACHING

Name ______________________ School ______________________

Principal ______________________ Supervising Teacher ______________________

Subject(s) Taught ______________________ Number of Pupils ______________________

1. List your student teaching experiences as follows:

   The three most valuable ones:

   The three least valuable ones:

2. What reasons can you give for these differences in value?

3. In what areas did you feel best prepared? Least prepared?

4. What special contribution were you able to make to your classroom?

5. What do you regard as your greatest strength as a teacher?

6. What, at present, constitutes a weakness that needs special attention? How can this be offset in planning for your first assignment?

7. Was there some help that you felt was lacking during student teaching?

8. What special contribution did the following persons make to your growth as a teacher?

The principal -

The supervising teacher -

Other staff members -

The college supervisor -

Others -

9. A summary of your reactions to student teaching will be helpful to you and to those who have worked with you. (Use reverse side if needed.)

MARYLHURST COLLEGE
Marylhurst, Oregon

The Teacher Placement Service wishes to keep in touch with our graduates by securing information as to the degree of success attained in the positions they have taken. Your evaluation will be considered as confidential. Thank you for your assistance.

Sincerely,

Chairman, Department of Teacher Education

Please rate ______________________ according to the following scale:

1 Outstanding; 2 Above average; 3 Average; 4 Below average; 5 Unsatisfactory

Interpersonal relations
with students ______
with staff ______

Personal appearance ______

Professional growth ______

Self-evaluation ______

Knowledge of subject matter ______

Teaching strategies ______

Analysis of student behavior ______

Evaluation of learning ______

Classroom control ______

Responsibility ______

Would you re-hire the candidate?

What classes/grades did she teach under your supervision?

When? Where?

What student activities did she direct?

Additional comments:

Signed ______________________

Title ______________________

Address ______________________

____

Date ______________________

1. Name____ ______________________
Last First Middle Initial Maiden Name

2. What grade are you teaching?__________; or"subject," if in high school?_____
____

3. Do you feel that the time you spent as a student teacher was
(1)______too much? (2)______sufficient (3)______too little?

4. Do you feel you would have benefited from student teaching experiences on more than one grade level?
(1)_______definitely (2)______probably (3)______no

5. Do you feel that supervision of your student teaching work by a Department of Education faculty member was
(1)_______not helpful? (2)______of some help? (3)_______very helpful?

6. Read the descriptions below. Place a check in the space before a statement if you feel you would have benefited appreciably from it during your student teaching time.
(1)____More planning conferences with a Department of Education Faculty member.
(2)____More evaluation conferences of your student teaching experiences with Department of Education Faculty.
(3)____More quick chats on minor questions with faculty members.
(4)____More aid in obtaining teaching materials.
(5)____More group discussions,seminars, with other student teachers.
(6)____More panel discussions, seminars, informal get-togethers, with practicing teachers.
(7)____Same only with administrators.
(8)____Same only with more participation by faculty members of the Department of Education.

7. Check the sentence that best describes your supervising teacher in the class where you did student teaching.
(1)____a person who taught you many fine things by personal example.
(2)____a person who taught you, mainly, by negative example (that is, you learned to do the opposite of what you saw being done).
(3)____a person who taught you little, either way.
(4)____none of the above.

8. Based upon your student teaching experiences, what recommendations would you make to improve the experience for future students?

____

____

____

____

____

9. Do you plan to continue teaching? ________Yes ________No

10. If answer is "Yes" answer here.

Check only the appropriate line (or lines). Leave lines empty that don't pertain to you.

Why do you plan to continue teaching?
(1)_____good salary
(2)_____satisfaction of working with pupils
(3)_____satisfaction of working with administrators
(4)_____satisfaction of working with teachers
(5)_____fine community
(6)_____good hours and vacations
(7)_____tenure and other teacher benefits
(8)_____family is settled in the community
(9)_____it's the easiest course to take

Other reasons:____________________

____

____

____

10. If answer is "No" answer here.

Check only the appropriate line (or lines). Leave lines empty that don't pertain to you.

Why do you intend leaving teaching?
(1)_____poor salary
(2)_____pupils difficult to work with
(3)_____cannot work well with present administrators
(4)_____teachers difficult to work with
(5)_____community not pleasing
(6)_____long hours
(7)_____poor teacher benefits
(8)_____plan to leave to concentrate on home-making
(9)_____Poor health
Other reasons:____________________

____

____

____

____

____

11. Are you teaching at the same grade level as your student teaching experience?
(1)_____Yes (2)_____No

12. Please check the activities in which you participate in your present work.
(1)_____Curriculum Committee(s)
(2)_____Teacher study group(s)
(3)_____Social Club(s)
(4)_____Graduate study
(5)_____P.T.A.
(6)_____Teacher Union
(7)_____Travel
(8)_____In-service education group(s)
(9)_____State Education Association
(10)_____Community Political group(s)
(11)_____Other school committee(s)
(12)_____Local teacher association
(13)_____National Education Association
(14)_____Community Education Group(s)

13. On the whole do you feel these activities are
(1)______Very meaningful? (2)______sometimes useful? (3)____of little use

14. How did you get your first teaching job?

(1)_____College Placement Service
(2)_____Taking a chance by writing your own letter of application
(3)_____recommendation by a faculty member
(4)_____Answering an advertisement
(5)_____Following up on an openi-g which you heard would be available
(6)_____Other (please state)

____
____

15. Following are statement that we are interested in evaluating in the light of your undergraduate and teaching experiences, what is your opinion about the urgency of each? Please number each statement according to the following scale:

1. Urgent and should be considered immediately.
2. Important for consideration in the near future.
3. Somewhat important but needn't be considered now.
4. No need to consider this.

(1)_____Student teaching should be on a full day rather than part day basis.
(2)_____The student teaching time should be shortened.
(3)_____The education course sequence should be shortened.
(4)_____Student teaching should be earlier than the second semester of senior year.
(5)_____We need a five-year program for all education graduates. (This might involve student teaching in the fifth year, more coordination of education courses with observation of pupils, more planned experience with youngsters, and community groups, and a Master's Degree upon graduation).
(6)_____ The Department of Education should combine certain courses.
(7)_____The Department of Education should upgrade the grade point average needed for admission into the teacher education program.
(8)_____The Department of Education should upgrade the point average of undergraduates during their last 2 years.
(9)_____The Department of Education should do a more careful job of screening applicants for its program. This would include a readiness to use and/or develop additional measures of personality, interest, health, and general information.
(10)_____Education students should have more planned experience with children and community groups.
(11)_____Faculty members should give a stronger program of orientation to student teachers.
(12)_____Education students need to spend more time observing pupils in classrooms before they student teach.
(13)_____Education students should be shown the way to a self-motivated search for "Why" as related to specific "hows" of teaching relevant to the learnings of pupils.
(14)_____The faculty members of the Department of Education should revise their own teaching methods so that these are more in line with what they say is vital teaching--more in line with what students are told they should do.

Question 15 continued on next page.

15. continued

(15)____The Department of Education should offer additional in-service programs for classroom teachers who work with student teachers.
(16)____The Department of Education should follow up graduates in their first year of teaching.
(17)____Fewer hours of Education courses should be required.
(18)____More hours of Education courses should be required in educational psychology (child growth and development, learning process,etc.)
(19)____More hours of Education courses should be required in materials and methods of teaching.

16. Often a really outstanding and unique personality does much to shape our lives in positive ways. Did you look up to, admire, any college teacher(s) in such a way during your undergraduate years? (1)____Yes (2)____No

17. If "Yes" was this person a member of the School of Education Staff?
(1)____Yes (2)____No.

18. DIRECTIONS: In column A indicate the degree of competency and security which you feel regarding each area listed below. Use a 5 point scale in which:
5 = feeling of extreme security and competency
1 = feeling of extreme insecurity and incompetency

The more competent and secure you feel, the higher the rating should be; the less competent and secure you feel, the lower the rating should be.

Make your evaluation in Column A now, disregarding for the moment Columns B and C.

	A	B	C
1. Planning and organizing the teacher's work.	____	____	____
2. Caring for individual differences(i.e. developing in the recognition of the needs of each pupil; specialized work at a pupil's ability and interest level; developing the know-how of basing evaluation on what each child can do).	____	____	____
3. Motivating pupils to learn (teacher-instigated, and child-initiated).	____	____	____
4. Disciplining and control of pupils (with the desired process and end being a pupil's or a group's self-discipline based on common understandings and respect for others).	____	____	____
5. Using Library material	____	____	____

Question 18 continued on next page.

19 continued.

		A	B	C
6.	Helping youngsters to understand and to strengthen the ideals, processes, and attitudes necessary to living in a democracy (i.e., open mindedness, respect for differences, respect for group).			
7.	Developing, selecting, scoring and interpreting tests.			
8.	Evaluating pupil growth and development (includes testing, but also observations, written records, conferences with staff members).			
9.	Helping pupils to evaluate themselves as a group and individually (seeing evaluation as a learning step, teaching children that evaluation is a personal process and more useful when it is self-directed).			
10.	Reporting to parents: report cards, parent conferences.			
11.	Constructing and teaching units of instruction.			
12.	Selecting learning activities from the many possibilities at hand.			
13.	Teaching group work skills.			
14.	Trying out and evaluating new ideas about teaching.			
15.	Keeping perspective of large aims and ideals of education in an environment where there might be multitudes of details, disappointments and setbacks.			
16.	Growing in the ability to solve classroom instructional problems.			
17.	Growing in self-evaluation as a teacher and a person.			
18.	Growing in allowing pupils to discover: to "play" with ideas.			
19.	Overall understanding of content.			

MORE DIRECTIONS: Now consider Columns B and C. In Column B place a star (*) next to those item(s) that are descriptive of real strengths as learned in your teacher preparation program.

In Column C place a star (*) next to those item(s) that are descriptive of competencies learned mainly outside of your education courses. These may have been gained in other courses or completely outside of college activities.

19. How would you judge the overall teaching at the college from which you graduated?
(1)_____creative (2)_____interesting (3)_____satisfactory (4)___poor

20. Indicate the importance of the required courses listed below for the preparation of a teacher in your position.

	Very Important	Important	Not Necessary
Phil. Prin. of Education			
Developmental Psychology			
Elem/Sec. Curriculum			
Other			

21. What are some of the courses you feel you should have taken while in college?

22. Have you any additional commendations or suggestions for improvement regarding your preparation as a teacher at Marylhurst College?

Chapter 16

Title: Introductory Foundations and Field Experience

Agency: Elementary Teacher Education Program
Pacific University
Forest Grove, Oregon 97116

Interviewed Individual: Dr. Richard Hart, Professor of Education

OVERVIEW OF THE ELEMENT

The Introductory Foundation and Field Experiences Element is designed to provide students an initial opportunity to learn about various aspects of education. Weekly class lectures present topics ranging from the history of educational theories to the feasibility of present day philosophies. These theories are operationalized and used in the 21 hour experience in a public school classroom and the ten hour instructional lab experiences. Students observe and participate in nearby school districts and while the responsibility of the school districts has at this point been extremely limited, it is anticipated that student participation in the schools will increase in the school rooms when more adequate school-university communication is established. Several small group seminars are held each semester to discuss and evaluate these observation experiences.

Within the University setting, students are provided the opportunity to explore and expand their personal interest through term papers and class discussions. They also come in close contact with the education division and thus develop some framework for assessing their interest in the profession. The courses also provides the education division an opportunity to assess candidates seeking admission to the division through basic skills tests and individual conferences.

CURRENT OPERATIONS OF THE PROJECT

Context within which the element rests

Introductory Foundations and Field Experiences is a required course for entrance into the education division and a prerequisite for more advanced educational offerings at Pacific University. Presently in its third semester, the program includes a weekly lecture, a ten hour on-campus instructional media laboratory and twenty-one hours of classroom observation in local school districts.

Public school districts currently involved with the element are Hillsboro, Beaverton and Forest Grove. Dr. Meredith McVicker, the chairman of the education division has been the primary liason person with the school principals who in turn brief the teachers. The teachers and principals have had no other contact with Pacific, and did not participate in the planning of the off-campus session. Due to this lack of communication some confusion has arisen as to the role of the University students in the classroom. Pacific encourages the students to try and participate as well as observe. Problems arise because many teachers have not been aware of the possible contributions university students might offer to enrich the classroom experience.

While acquainting students with educational theories and philosophies, the element also brings them in contact with the total education division staff and overall departmental operations. This provides students an opportunity based on some classroom experience to assess their interest in an educational career. Additionally, it provides the education division contact with students who apply as candidates to the department, and an opportunity to screen them using oral and written examinations which are incorporated in the course of study.

Staff Identification and Responsibilities

There are presently six full time staff members involved in the preparation of teachers at Pacific University. These six people are responsible for decision-making and planning within the division. They reach agreement by consensus. Only three of those people are involved in the actual operation of this particular element.

Dr. Meredith McVicker, dean of the graduate school is regarded as the originator of this element. As it was formerly called, Ed. 222 - Education and American Life, consisted only of weekly lectures with no field-experience or media lab. Dr. McVicker is presently in charge of scheduling and assigning students for observation sessions in the public schools. In his capacity as an advisor, his follow-up responsibilities include briefing school district personnel, observing his students in the field, and conducting five, one hour seminars per semester to discuss the observation experiences.

Dr. Richard Hart acts as chief coordinator of the element and is responsible for most of the on campus lectures and discussions. In conjunction with these two aspects of the program, Dr. Fred Scheller directs the instructional equipment laboratory. This phase allows students a chance to develop specified technical media skills they will need.

Student Identification and Responsibilities

There are ninety students involved in this element of which twenty-three are males and sixty-seven females. Approximately twenty-three percent of the students represent minority groups. The course is a requirement for all elementary and secondary education majors as well as being the division's prerequisite for other course offerings. Elementary education students usually enroll as sophomores and secondary education students enroll in their junior year. There are few seniors enrolled, and no graduate students. This is a three semester credit hour course. During the semester, students are required to take a written mid-term and final, give an oral presentation on a specific reading, prepare a final paper on a topic of their chose and attend lectures, labs, seminars and the field observation/participation classrooms. At the end of the semester there is an optional teacher evaluation form in which the students can provide the instructional staff with feedback on many aspects of the element.

Major Activities Within the Element

This basic foundations course is broken into several activities to provide a varied exposure to the education profession. The hour load framework is diagrammed as follows:

Introductory Foundations and Field Experineces

Breakdown			Total
2 semester hours	1 semester hour		3 semester hours
lecture and discussion	media lab and	field experience	
32 clock hours	10 hours	21 clock hours	68 clock hours
		5 clock hours seminar	

The classroom lecture and subsequent discussions acquaint students with the development of educational theory and philosophy. The first two weeks of the course deal with the traditional and progressive approaches to education. After this foundation is presented, Dr. Hart covers the constitutional basis for education, teacher liabilities and ethics, and current topics such as integration and the school system, the effect of poverty on education and views of school systems in other prominent nations. Students are also introduced to topics such as team teaching and modular scheduling.

The media laboratory is a programmed activity in which students proceed at their own rate. At the completion of their ten hours, the students perform the required skills and are evaluated by a laboratory assistant.

The exposure to a field-experience is an activity newly open to sophomores. Although it is called observation, some of the teachers create situations in which students can participate. Dr. McVicker holds five seminars for groups of four to five students, in addition to Dr. Hart's weekly lectures. These additional five hours allow students to discuss and bridge the gap from the college classroom content to the public school classroom experience.

Evaluation of student performance is based on the grades received on written work, an oral report, individual conferences scheduled throughout the semester, comments from Dr. McVicker's seminars and Dr. Scheeler's media lab. Dr. Hart is responsible for the overall summative evaluation and grading.

Current Operational Problems and Issues

The staff has been able to work closely and make decisions by concensus. They have enumerated the main instructional difficulties as follows:

1) Public school teachers are not aware of the roles and activities their student observers can handle or would like to develop. The program hopes to encourage increased participation rather than simple observation.
2) The problem of lack of participation would be easily resolved if additional time was available for the off-campus experience.
3) On-campus lectures and the student oral reports within this class don't generate enough interest and stimulating interplay.

IMPACT AND EVALUATION

In assessing the impact of this element it is essential to realize this is still an introductory, required, and graded course. The feedback from students has been informally gathered in the observation seminars, individual conferences and an optional professor evaluation on a standard college form. This data has shown a positive attitude towards the program change emphasizing the off-campus experience. Students request additional time in this activity. The education division staff feels the course more adequately suits the needs of sophomore and junior students coming into the field. There has been no formal data from the schools other than the evident need for more inter-communication. In summary, there is little objective data available for evaluation of the element.

FUTURE PROJECTIONS FOR ELEMENT

Dr. Hart mentioned the possibility of an inservice class or seminar with the cooperating teachers in order to help them understand the possibilities of undergraduate student involvement within the classroom. The element staff is continuously trying to bring a more meaningful approach to the educational goals and issues outlined in Appendix A.

SUMMARY AND INTERPRETATIONS

Although Introductory Foundations and Field Experiences was developed solely by the education staff at Pacific University, the necessity for mutual responsibility in planning and operation with the cooperating school districts has been recognized. They are presently exploring the possibility of a seminar for participating teachers.

The program goals, as illustrated in the Appendices, are described in terms of very definite performance outcomes. Students are expected to attain instructional equipment skills as well as various behavioral attitudes. There is also a large amount of knowledge that students are expected to understand and conceptualize.

Although individual meetings with the course professors are not required during the term, the students feel free to schedule appointments whenver a problem arises. Students set their own pace in media lab and have several written or oral projects for class on which they choose their own subject topics. Although the length of the observation period is an instructional problem, students can discuss their feelings and experiences with participating teachers and thereby exert their individual influenee and opinions.

Although no objective data has been collected, the general consensus about the element seems positive. The three staff members involved are planning to continue the program and implement additional activities.

Appendix A

Education 222: Introductory Foundations and Field Experience

TAXONOMY OF COURSE OBJECTIVES

A. Psycho-Motor Domain

1.1 Writes smoothly and legibly

1.2 Speaks fluently

2.1 Assembles or "sets-up" A.V. equipment quickly and correctly (16mm movie projectors, 35mm film strip projectors, tape recorders, and overhead projectors)

3.1 Operates the four major types of A.V. equipment skillfully

B. Affective Domain

1.0 Attending

1.1 Identifies significant issues in the current educational scene

1.2 Describes basic needs of children and youth as they relate to public education

2.0 Responding

2.1 Participates in all class activities—particularly in class discussions, observation in public school classrooms, and in the media lab.

2.2 Completes all class assignments promptly and satisfactorily

2.3 Displays an active interest in all topics under consideration in the class through readings, discussions, recitations, and presentations.

3.0 Valuing

3.1 Differentiates between effective and ineffective written and oral communication

3.2 Shares ideas and points of view with others in class discussions

3.3 Selects means and methods whereby learning can be improved outside of institutional education

3.4 Proposes methods for teaching the importance of free public education in our American democracy.

4.0 Organization

4.1 Defends the need for balance between freedom and responsibility in a democratic environment

5.0 Characterization by a Value

5.1 Displays faith in the power of reason and in the methods of experimental research

C. Cognitive Domain

1.00 Knowledge

1.11 Be able to define the following terms and phrases by naming their attributes, properties, or relations in terms of our class discussions and/or reading assignments:

Antithesis
Aristocrat

Behaviorism

Certification
Child benefit theory
Child-centered school
Classical tradition
Compensatory education
Computer assisted instruction
Concrete experiences
Corporal punishment
Council for Basic Education
Cultural heritage
Curriculum

Democrat
Differentiated staffing
Differentiated instruction
Doctrine of inherent goodness
Dualism

Educational technology
Empiricism
Essentialists
Ethics
Experimentalism

First Amendment
Fourteenth Amendment

Great books
Great debate

Humanism

Idealist
Inquiry learning
Intellectual excellence

Judeao-Christian ethic

Libel
Liberal arts
Liberal education
Liability

Media
Modernist
Modular scheduling
Moral excellence

Nongraded schools
Negligence

Personnel policies
Police powers
Pragmatism
Progressive Education Association
Proliferation of courses

Realist
Reinforcement
Released time
Response

Slander
Social adjustment
Synthesis

Traditionalist
Team teaching
Tenth Amendment

1.21 Identifies the basic principles associated with the traditionalist position (the classic thesis) in Western education.

1.22 Identifies the basic principles associated with the experimentalist position (the pragmatic antithesis) in modern education.

1.31 Outlines Rousseau's basic educational theories as evident in EMILE.

1.32 Be able to describe significant educational practices at A. S. Neill's Summerhill.

1.41 Identifies the following major theories held by John Dewey:

(1) The intelligent use of empirical methods as the ultimate resource of mankind in every field of endeavor

(2) The completely democratic society is the ideal society
(3) Education is the fundamental method of social progress

(4) The notion of growth or self realization as basic to all Dewey's thinking about education.

(5) An experience is educative if it contributes to growth - "the reconstruction of experience."

1.42 Outlines educational practices that Dewey implemented in his laboratory school at the University of Chicago.

(1) Pupils learn most effectively when engaged in meaningful occupations

(2) Those occupations should preferably involve physical activity as well as intellectual activity

(3) Each activity should involve a problem to be solved

(4) Children must practice using empirical methods in solving all kinds of problems

(5) Activities, whenever possible, should be carried out in cooperation with other pupils and the teacher.

(6) Activities must be:

a. Related to normal interests of the pupils
b. Within the capacities of the pupils
c. Challenging

(7) The classroom atmosphere must be as free and as democratic as possible

(8) Experiences must lead to growth—must promote having future desirable experiences.

1.41 Be able to identify mafor problems currently confronting urban schools.

1.42 Be able to identify major problems confronting teachers of minority groups—Blacks, Chicanos, American Indians.

1.43 Be able to identify major issues in teacher education and certification as viewed by Conant, Koerner, and Woodring.

2.00 Comprehension

2.11 Summarize in concise form the essence of the criticisms made of the public schools, and the recommendations for improving the quality of public-school education, made by the following men whom we shall call essentialists:

a. Arthur Bestor
b. Hyman G. Rickover
c. James Koerner

2.12 Summarize in concise form the essence of the ideas for improving the quality of education held by the following men:

a. Harold Benjamin
b. Marshall McCluan
c. Charles Silberman
d. John Holt

3.00 Application

3.11 Predict the type of public school (curriculum, teaching methods, organization) that would result from accepting the educational theories of a modern traditionalist such as Robert M. Hutchins.

3.12 Predict the type of public school (curriculum, teaching methods, organization) that would result from accepting the educational theories of an experimentalist such as A. S. Neill.

4.00 Analysis

4.11 Illustrate the major differences in educational practice at St. John's College as compared with Goddard College.

4.21. Distinguish between the educational aims (in both theory and practice) held by John Dewey and many progressive educators as the situation developed on the American scene in the 1930's.

4.31 Outline and illustrate the major differences in Soviet education and American education as viewed by Nigel Grant, Arthur Trace, Fred Hechinger, and Elizabeth Moos.

5.00 Synthesis

5.11 In a well written essay propose a synthesis of the traditionalist (classic thesis) position and the experimentalist (pragmatic antithesis) position as it relates to theory and practice in contemporary American public education.

5.21 In a well written essay develop logically and coherently the legal and constitutional basis for American public education, including an elucidation of the following salient points:

1. The American Federal Constitution as it relates to education
    - a. First Amendment
    - b. Tenth Amendment
    - c. Fourteenth Amendment
2. State constitutions
    - a. Education as a state function
    - b. The right to insist upon uniform school programs
    - c. Local school boards and districts as an arm of the state government
    - d. The right of the state to use its wealth for the benefit of all children
    - e. State law superior to any local school board regulation or policy
3. The right of protest
    - a. Legal basis for the existence of private schools
    - b. Nebraska Case (1919)
    - c. Pierce vrs. Society of Sisters (1925)
4. Oregon Revised Statutes as they relate to education
    - a. 336.000 - attendance, special days, required courses of study, etc.
    - b. 337.260 - textbooks on American history and government
    - c. 339.030 - compulsory school attendance
    - d. 339.250 - discipline of pupils
5. Teacher liability
6. Legal responsibilities of teachers

5.22 In a well written essay discuss in a concise manner the following Supreme Court decisions as they relate to public and private education:

1. Expenditure of public moneys for allegedly religious purposes
2. What, if any, religious activities are permissable in the public school classroom?
3. From what kind of activities in the public school classroom may an individual be excused because of religious scruples?
4. Does the state have the right to regulate the activities of private schools?

5.31 In a well written essay summarize the legal/ethical responsibilities of a teacher as they relate to the following salient points:

1. "In loco parentis"
2. Detention and police power
3. Corporal punishment
4. Pupil control and classroom management
5. Confidential information, pupil records
6. Coffee room deportment
7. Teacher liability
8. Copy-right laws
9. Libel and slander
10. Contracts
11. Duty schedules, assignments
12. Record keeping duties
13. Interpersonal relations
14. Relationships with supervisors and administrators

5.41 Compose a well organized term paper on a subject of the student's choice (must have the instructor's approval) consistent with the "Term Paper Form & Style Manual for Education 222."

5.52 Give a well organized oral presentation summarizing the major ideas of an author chosen by the student with the instructor's approval.

6.00 Evaluation

6.11 Appraise yourself as a candidate for the teaching profession. Justify your judgments by reference to attitudes, skills, experience, and knowledge which you do or do not possess.

Chapter 17

Title: Senior Elementary Semesters: Elementary Block & Elementary Semester

Involved Agencies: Elementary Teacher Education Block
School of Education
University of Portland
Portland, Oregon

Portland Public Schools

Vancouver, Washington Public Schools

Contacted Individual: Dr. Alan Fisher, Associate Professor
Education Department

OVERVIEW OF THE ELEMENT

This element was designed to combine methods classes with actual classroom experience allowing the student to apply in the classroom what he has learned in his university courses. The primary objective is to aid the development of teaching skills in preparation for a more effective student teaching experience. Forty-two students are currently enrolled in various stages of the element.

In the first semester, the student is involved with methods classes including a series of micro-teaching experiences, simulation, observation, and student-aide work in schools in disadvantaged areas of Portland. In addition, a course in Human Growth and Development, and a nine week period of tutoring an individual twice a week in reading completes the student's activities.

The second semester, the student is involved with: a) two weeks of observation and small group work in the classroom to be used for student teaching, b) six weeks of work at the same school and methods courses taught at the university, and c) seven weeks of full-time student teaching.

The breakdown is as follows:

1st Semester	2nd Semester	
Reading (9 weeks twice per week tutoring)	2 weeks	observation, small group work and individual aid in classroom of student teaching
Language Arts		

Social Studies	simulation micro-teaching	6 weeks	mornings - work in classroom & school of student teaching afternoons - Art; Music; P.E.; Teaching Media
Science & Health			
Math			
Childrens' Literature			
Human Growth & Development			
Observation and practice in cooperating schools		7 weeks	Full time student teaching

Different aspects of the element are characterized by varied off-campus experiences, the statement of behavioral objectives, aids to personal understanding, and to some extent, systematized collection of data. The basic emphasis of the program, however, is providing students a better understanding of their abilities through off-campus experience. The student is closely guided and assisted by the university faculty and cooperating school faculty to understand his abilities and weaknesses.

CURRENT OPERATIONS OF THE ELEMENT

Context Within which the Element Rests

Each student in the Elementary Education program must complete this element for certification. Included in the element are various field experiences linked with methods & practicum courses and simulated classroom experiences.

The program was initiated by the faculty members in the School of Education of the University of Portland in order to provide a wide scope of guided practical experience prior to a student's entry into the classroom as a full-time student teacher. Ideas for the program have come from the university faculty, students involved with the element, and cooperating school faculty members.

The university has arranged the student's experience to include three settings: a suburban public school, a parochial school and a public school in a disadvantaged urban area. Micro-teaching occurs in Holy Cross Parochial school which is near the university. Observation and aide work occur in disadvantaged urban public schools. This experience is arranged through Portland School District #1. Student teaching is done in the Portland District, the Vancouver, Washington School District, David Douglas School District, and the Parkrose School District near Portland. In an effort to provide linkage between these schools and the university, cooperating faculty members are urged to take the Clinical Supervision course offered by the university. This involves lectures, group discussions, and practicing the supervision techniques in schools. This is designed to help supervising teachers work more effectively with students through defining evaluative criteria, and demonstrating methods for guiding student's progress. As a result of this course, the supervising teacher and the university advisor can work mutually in efforts to improve the teaching skills of a student. This program is not, however, a prerequisite for obtaining a university student as an aid or a student teacher.

Staff Identification and Responsibilities

There are four university faculty members involved full time in the design and functioning of the Senior Elementary Professional Semester program. The staff members have two basic responsibilities. Each faculty member teaches the methods classes. Doctor Donna Corlett handles reading methods classes and off-campus tutoring experiences. Mrs. Kathleen Williams teaches the art methods class. The remaining methods classes are taught by Professor Alan A. Fisher and by Professor Virginia Wales. These four staff-members, in addition to a graduate student, cooperatively supervise the student teachers.

The responsibilities for decision-making in relation to the program is determined by the total Faculty of Education. Advice is requested from all involved with the program, and varying opinions are openly sought. From the available information and perceptions, the faculty members then decide the direction of the element. However, if a student desires a particular school or cooperating teacher, his wishes are complied with if possible. Professor Fisher does the student placement in the methods classes. Several interviewed students verified the fact that they had, indeed, asked for specific locations and their requests were granted.

Although the student is not involved in the actual decision-making process, his opinions are actively sought by the faculty members prior to the making of structural changes. The students feel free to contribute their opinions concerning the program at any time and a special point is made to question them during individual conferences.

The administrative duties of the element rest with Professor Fisher who has FTE allocated for this purpose. Professor Fisher places students in the micro-teaching sessions, the aide experience program, and the student teaching phase of the elementary education program. In addition, he handles the public relations aspect and other administrative functions necessary to insure proper operation of the total element.

Student Identification and Responsibilities

Forty-two students are involved with the Senior Elementary Professional Semesters Program. Fifteen are in the first semester of the Block, and twenty-seven are involved in student-teaching. All students are seniors in the undergraduate elementary education program. Enrollees include five male and thirty-seven female, no minority group is currently represented. Hawaiian students and Negroes are enrolled at the freshman sophomore, and junior level and will participate next year.

The student is enrolled in the Senior Elementary Semesters Program for twenty-nine semester hours with thirteen semester hours the first semester and sixteen semester hours for the final semester. One elective is permitted. All students in the Elementary Education Program must complete this element for certification from the University of Portland.

The objectives of the program and its various activities are generated by the university faculty in the School of Education, although opinions of the students are sought and used as a bases for decision-making. Behavioral objectives are stated for the methods classes, for student teaching, and students are responsible for attaining these objectives in order to complete the element. Objectives parallel any methods activity: planning, teaching, and re-teaching. Change in behavior is assessed in terms of the student identifying his strengths and weaknesses and subsequently modifying his behavior.

Major Activities within the Element

The element is an integration of methods classes and off-campus public school experiences. The objective is to provide the student with a more realistic idea of classroom functioning and better prepare students for situations encountered by classroom teachers.

During the first semester, the student goes to Holy Cross Catholic School for progressively longer micro-teaching sessions. The first phase of micro-teaching consists of working with four or five pupils in a ten minute session once a week. Before entering the classroom, the student prepares a lesson plan with behavioral objectives assisted by his methods professors. While the students are teaching, the professor observes each micro-teaching group. After teaching the lesson, the student critiques the lesson with his class and his professor. This sequence is employed for four micro-teaching sessions. Next is a twenty minute micro-teaching session done with the pupils the student has worked with previously. The student prepares a lesson, teaches it, and with the help of the others in his methods class, critiques and evaluates it.

When these two stages are completed, a team of two (or three if there are problems with scheduling) students prepare a lesson and teach an entire elementary class for forty minutes. This group teaches three or four lessons, discussing the lesson with the pupils after each lesson as a method of evaluation.

Behavioral objectives for the micro-teaching sessions are not stated in writing. Professor Fisher reports, "They (the behavioral objectives) cannot be written. Each situation is unique: planning, teaching, re-teaching." The evaluation focuses on the quality of the lesson plan rather than the work in the classroom. At present, the major objective of the micro-teaching experience is to familiarize the student with actual classroom teaching.

An integral part of the first semester experience is the work in the disadvantaged schools. One hour each week, the student goes to one of the schools in a disadvantaged area of Portland. The schools are predominantly in poor Negro sections (and are part of the Federally funded Model School Program). This offers the student a cultural experience different than he would encounter in predominantly white public schools or parochial schools. Through this program, the student learns how social and economic differences can change methods used to help pupils learn, the classroom atmosphere, and different approaches to discipline. Although this is essentially an observation experience, the student often does creative dramatics, reads stories to children, or helps individual pupils. At the end of the semester, the cooperating teacher completes a brief form to evaluate student performance in the classroom.

During the first semester, the student is also involved in a class on human growth and development. The student studies learning theories, stages of development, motivation, and other related topics. The student is assigned specific questions about learning and behavior which he is to answer through his work in the school classroom. As part of the human growth and development course, the student is to select one child with deviant behavior, prepare a case study, and discuss the case with the university class. The student then works with the child and attempts to modify the child's behavior. Teachers in the public schools have been very impressed with the success of the students, and often discover procedures they might attempt to avoid certain problems in the classroom. In human growth and development, the student is free to discuss situations from his work in the schools with the total university group. In addition, individual professors hold small group meetings for the students to share and discuss their experiences in the schools.

The Reading Methods class offers the experience of individual tutoring. For six weeks, the student is on campus learning about various teaching techniques and methods to diagnose reading difficulties. Role-playing, outside speakers, and instruction in how to use prepared materials are used to facilitate instruction. After six weeks on campus, the student goes to a public school classroom twice a week for nine weeks to tutor an individual pupil who is having reading difficulties. Lesson Plans are required in tutoring and carefully critiqued. Role playing is used in the Friday seminars after tutoring starts or as a problem solving technique. The professor observes the tutoring and provides aid whenever she feels it necessary. The last week of the semester, the student returns to campus for the conclusion of the course and for the evaluation of his work.

The goals for the methods classes are stated in terms of behavioral objectives which serve as the basis for student evaluation. The student receives a syllabus for the class at the beginning of the semester in which the aims of the course, the behavioral objectives, procedures, the methodology of presentation and the criteria for evaluation are stated.

Along with the methods work and field experience, the student works one hour each week with simulation materials. The student is involved with such roles as teacher-student or teacher-parent. Movies are shown of specific classroom situations and students evaluate the teacher's behavior. In addition, the student talks about his personal experiences in micro-teaching both for use as examples and for help with specific problems.

In the second senior semester, the emphasis is placed on working in the school where the student will be doing his student teaching. For the first two weeks, the student works full-time in the classroom where he will be doing his student teaching. This is done to familiarize him with all that is involved in the opening of school at the beginning of the school year. Then, for six weeks, the student spends the mornings at the school working in his classroom and observes the functioning of other areas in the school such as the principal's office, the library, and the gymnasium. While in his home classroom, the student works with individual pupils and small groups until such time as he can successfully handle the whole class. During the afternoons of this six week period, the student goes to the university campus to study Art, Music, and Physical Education methods along with a class in Teaching Media.

In the Teaching Media class, the student learns to use the various media that are often involved in teaching. In addition, the students keep a log in their school of field trip request forms, evaluations of films and filmstrips, pictures of bulletin boards, reference materials, and other items. A list of audio-visual equipment and material is available in the building.

Prior to student teaching, there are statements of performance criteria for the off-campus experiences by the professors involved. However, a two-page evaluation form is used for the student teacher experience. This deals with preparation in subject area, professional attitude, personality and skills in class management and instruction. A copy of this evaluation form is available from Dr. Alan Fisher. During the nine weeks of student teaching, the cooperating teacher writes two evaluations. The crediting for the student teaching is in terms of "pass/no pass." At the end of the semester, the student and his advisor discuss the student's activities for the final evaluation.

Although the objectives of the off-campus experiences prior to student teaching are not stated in performance criteria, attention is devoted to the student's strengths and weaknesses as exhibited in their classroom work. Each student has a personal file which is used in conferences between the student and his advisor. In this file are the evaluations he has received throughout his undergraduate years and other relevant information. Using this file, one can examine the student's progress over a period of time and use it in deciding the skills that a student needs to acquire. Also, because the faculty/student ratio is small, interaction between the students and professors is emphasized to increase the understanding of student strengths and weaknesses.

At the end of six weeks, the classes on the university campus are completed and the student then begins full-time student teaching. Once a week, the university advisor comes to supervise the student teacher. At the end of the supervisory session, he writes up a report on the student's activities and gives one copy to the student. The advisor and the student then discuss any comments made. If it is advisable, the supervising teacher is also included in the discussion. An additional copy of the report goes into the student's personal file as a means to evaluate the student's progress. Each university supervisor holds weekly seminars with his student teachers. If an advisor feels that it is necessary, he may use clinical supervision techniques, tape recorders, and other methods to better evaluate a student's activities.

Current Operational Problems and Issues

At present, two basic problems exist with the program. One is a need for more total classroom teaching experience. The other problem is students and cooperating teachers both feel that one hour observation time in the disadvantaged schools is an insufficient period of time both for the students and pupils. To provide more continuity, it seems that longer periods of visitation would be advisable. This would, however, necessitate fewer times for the student to be present in the classroom. It is felt that, even with this drawback, the program would be far more effective.

The major difficulty facing the university when changing their program is the students' schedules. Some students carry courses in areas other than the education department, and it is difficult to ask them for additional time. During the summer of 1971 some of the scheduling problems had been overcome such that Professor Fisher could report, "Now that most of the senior courses are taken in education, scheduling field experience is no longer a major problem."

IMPACT AND EVALUATION OF THE ELEMENT

This element has had a favorable impact on all concerned. The teachers in the public schools have been very impressed with the abilities of the students working in their classrooms, and have, in general, made excellent use of their presence. The students have been involved in individual and small-group work, have instituted ideas of their own in the classroom, and have worked in the direction of socialization of some of the children. In general, the students have been a positive addition to the classroom.

The students are more confident in their teaching abilities and are more competent in aiding the learning of their pupils than they would have been had they not been involved in the off-campus experiences. As element activities progress, students become more capable in lesson preparation and evaluation. They know how to design appropriate behavioral objectives. Because the students have been through much self-evaluation and evaluation by others throughout their teacher training program, they are very open to suggestions and attempts to improve their teaching skills. Supervising teachers have found student teachers to be very capable in working with small groups from the very beginning, additionally student teachers demonstrate adequate management skills.

The primary impact of the element has been to focus attention on the effective combination of teaching methods classes with actual teaching experience. Although the university feels changes need to be made to attain their goal, the element has made definite progress.

Faculty members are very open to suggestions and any person involved is invited to evaluate the element and discuss any opinions he may have. Feedback has been solicited from both the public school faculty members and from the university students.. Feedback from teachers who have completed the teacher training program at the University of Portland has been scant, but the information received has been favorable. These teachers have been found to have individualized, personalized classrooms with a great degree of pupil involvement. One positive effect of the teacher training program is that many of the public school teachers have been so impressed by the caliber of their student teachers, that they have enrolled at the university to pursue graduate study.

PROJECTED FUTURE OPERATIONS OF THE ELEMENT

The Senior Elementary Semesters Program is fully implemented. Changes will undoubtedly be made in the university's effort to fulfill student needs, but the basic instructional program is fully developed.

The goal of combining traditional methods classes with actual classroom teaching experience has been stated. The faculty of the university are trying to achieve that goal and create a more effective teacher training program. Some problems exist within the program, as previously stated, but the staff is working closely with public school faculty members and students in trying to alleviate these difficulties.

SUMMARY AND INTERPRETATIONS

The Senior Elementary Professional Program is presently at the level of full implementation. The element consists of planned off-campus experiences providing linkage with teaching methods classes on the university campus. The primary purpose of the program is to make methods classes a more vital part of the teacher education program, and secondly, to better prepare the student for student teaching.

The block is one school year in length. The first semester, the student is involved in methods classes, a series of micro-teaching experiences, observation and aide-work in disadvantaged schools, simulated classroom situations, and tutoring individual children in reading. The second semester, the student works full-time for two weeks in the school where he will student teach. For the next six weeks, he spends his mornings in the school and his afternoons on the university campus studying various teaching methods and educational media. The student then completes his nine week student teaching experience.

This element emphasizes off-campus experience. These experiences are varied as to roles required by the student, and in the kinds of school and classroom situations encountered.

Behavioral objectives are stated for the methods classes and for student teaching. The other off-campus experiences are not as precisely defined. They are used to familiarize the student with different teaching situations and to assist their understanding of their role as a teacher.

A small faculty/student ratio permits the staff to work closely with each student to evaluate progress and explore strengths and weaknesses. Data is maintained for each student and this, along with the professor's personal knowledge, is used to help the student become more aware of his capabilities.

The Elementary Education faculty members made all of the decisions concerning the basic instructional program and each personal program. Students, however, have ample opportunity to voice any opinions. If a request seems feasible, it is usually granted.

The students and the cooperating teachers have expressed satisfaction with the element. They feel students are more confident and competent in their role of a teacher as a result of the element activites.

Chapter 18

Title: The Professional Semester

Agency: Department of Education
Willamette University
Salem, Oregon

Individual Interviewed: Dr. Wright Cowger

OVERVIEW OF THE ELEMENT

The Professional Semester, to be intiated next school year, is a concentration of nearly all of the Secondary Education experiences once spread out over a student's four year enrollment at Willamette. The Semester will include Sociological Foundations, Psychological Foundations, methods work in the student's instructional area, and a student teaching experience.

The element was designed to provide a sense of relevancy between the coursework on campus and the student teaching experience. It was also designed to allow full-day sessions of student teaching in response to the urgent appeals of the professionals in the field with whom the students worked.

Educational Coordinates Northwest, a private firm, is working closely with Willamette University in the design of the element using data from a similar teacher training program at the University of Massachusetts.

This element is the second and final stage in a Secondary Education major's teacher training program.

CURRENT OPERATIONS OF THE ELEMENT

Context Within Which the Element Rests

Last year, Willamette University began working with Educational Coordinates Northwest in an attempt to design a teacher training program solving many of the basic problems in their current program.

One of the basic problems is that because of the gap of time between the methods instruction on campus and the student teaching, students feel no sense of urgency. Hopefully the Professional Semester will provide this feeling, thus making methods study very relevant to actual work in the classroom.

In addition, the faculty in the Education Department felt it desirable to have a performance oriented teacher training program. Using a similar program at the University of Massachusetts as a base, the faculty are presently designing behavioral objectives for the element as a whole and for each of its various aspects.

From the professionals at all the schools where the students were working came an urgent appeal for full day student teaching as opposed to the present system of a part day in the school and a part day on campus. In doing this, the student teacher would experience the total daily cycle of the classroom and would be more integrated into the school scene.

This change has other basic advantages. Because the student would no longer have to return to campus during the day, he could be placed in schools outside of the Salem area. This would expand both the number of possible choices and the range of the kinds of student teaching experiences. Also, the matching of a student's personality to a particular kind of school or classroom would be possible.

Another advantage derived from freeing a student from campus responsibilities for an entire day is that the professors, would also be freed. This time block would provide a base for more thorough supervision of the student teacher in the classroom. If a particular student needed extra help, the professor would have the time to give without feeling pressured by other responsibilities.

This element is the second and final stage in the Secondary Education program, the first being a course in the Introduction to Teaching. The latter course emphasizes heavily the methods of self and peer assessment in preparation for the self-evaluation that is designed as an integral part of the Professional Semester.

The faculty of the Education Department in cooperation with Educational Coordinates Northwest is preparing a program that will:

a) provide close linkage between methods instruction and the student teaching experience;

b) provide the student with a more accurate perception of school cycles;

c) provide the student with criteria with which to judge his performance;

d) provide the student with a wider range of possible student teaching experiences;

e) provide the student with closely guided supervision in his classroom of student teaching; and

f) emphasize the value of assessing his personal strengths and weaknesses in the necessary skills of teaching.

The schools where student teachers involved with the Professional Semester next year may be placed are the public schools of Salem, Stayton, Hood River, Portland, Vancouver, Albany, and Silverton. In addition, one student has made individual arrangements to dc his student teaching in the Lake Oswego Schools.

Upon the successful completion of this element, the student will receive four units of credit which is comparable to sixteen semester credit hours.

Staff Identification and Responsibilities

There will be three Willamette professors involved in the basic implementation of the element. Dr. James Lyles is involved full-time in the position of Chairman of the Education Department. In this position, he will do all of the paperwork and administrative details.

Dr. Wright Cowger will be involved half-time in the Department of Education and will work half-time as the Director of Learning Resources for the University. Dr. Cowger believes that this position as Director will prove an asset to the element in simplifying the obtaining of learning supplies and by the fact that he will be aware of what supplies are available.

Dr. Cowger will be involved in course design, media, and methodologies. In addition, he, along with each student, will decide where the individual placement for student teachers.

Dr. William Lacey was just recently hired and his involvement in the element, as of this writing, has not been designated.

All of these staff members will be involved in teaching classes, advising students, and in the observation of student teachers in their classrooms.

In addition to these three basic faculty members, there are seven other people involved with the teaching of methods courses. Music Education is taught by a half-time professor and the remaining six methods teachers are practicing teachers from the Salem Public Schools. The intention behind this move is to have methods courses taught by actual practicioners who are reputed for their teaching skills. In addition to their role as methods teachers, these teachers also provide another means of improving the ties between the University and the public schools.

Student Identification and Responsibilities

Because the element is not as yet a functional one, there are no definite statistics available on the composition of the students involved. However, Dr. Cowger approximated that twenty-five students will be phasing out of the current program and that twenty-five will enter the Professional Semester. This approximation, too, is hard to state as students may take the Professional Semester in the seventh, eighth, ninth, or tenth semester of their Willametter career (the ninth and tenth semesters being optional post-graduate semesters).

The sexual composition in the current program has been about sixty per cent female to forty per cent male. This ratio is expected to remain about the same for the Professional Semester. At the present time, there is only one black student who possibly would be part of the element,this being the only minority group represented.

The instructional areas these Secondary Education majors are involved in occur mostly in the Social Sciences and the Humanities. There has been a very definite shift away from the Physical Sciences at Willamette in recent years.

The students have been very involved in the design of the element. In the present Social Foundations class, Dr. Cowger and the two men from Educational Coordinates Northwest, Les Wolfe and Ray Talbert, asked the students for aid in incorporating what they felt their needs were into the element. In addition, the various topics of this class, which will become part of the Professional Semester, were evaluated by the students in terms of whether the emphasis on these topics was more, less, or the same as they felt desirable.

While the element is in operation, various means of student assessment will be used, in part, to judge the effectiveness of the Professional Semester.

The student will be responsible for the satisfactory demonstration of the behavioral objectives outlined for each aspect of the element.

Although, the objectives are not completed yet, they will probably be very similar in form to those of the present Social Foundations "Unit Objectives".

At the successful completion of the element, the student will receive four units of credit, which is comparable to sixteen semester hours of credit.

Major Activities Within the Element

The major thrust of the element is to build the professional skills needed to teach through the cumulative effects of concentration. During the sixteen weeks of the Professional Semester the student will be involved in the coursework presently spread out over a four year time span. Involved will be Social Foundations, Psychological Foundations, methods work in the instructional area of the student, and the student teaching experience.

The sequence is as follows:

For one week the student will work full time in the classroom of his student teaching. This week is to familiarize the student with the skills he will need to attain for successful student teaching. After each school day the student will attend a seminar to discuss any needs or questions he may have. If the student is working in a distant school, arrangements will be made to provide a seminar, perhaps once a week.

After this week in the classroom, the student will study for four days a week on campus for five or six weeks. In the mornings, he will be involved in Psychological Foundations and Social Foundations. In the afternoon he will work on skill-building which will involve at least some time in his home classroom so as not to break the tie between the instruction and teaching in the school. For students working in distant schools special arrangements will be made, but the minimum time of classroom work is one afternoon a week for all students.

During all of the sixteen weeks, a late afternoon class will be taught by Salem Public School teachers, once a week, in the specific area of a student's concentration. This way a student will be studying teaching methods prior to student teaching and eventually, concurrently with student teaching.

During the course of the sixteen weeks, supervision will be very close. Each advisor will be responsible for three to six students and because of the small size of the group can become very familiar with them. Each group of advisees will probably meet twice a week for a seminar to discuss any new ideas, situations, or difficulties.

After a student has completed his coursework in Social and Psychological Foundations, he will then begin full time student teaching for a period of nine to ten weeks. Prerequisite courses have helped students become familiar with self analysis, peer analysis, and departmental analysis techniques. With this background, the students will be prepared to assess their teaching skills in a realistic and constructive fashion. Also, the students are already familiar with video-tape and are prepared to use this technique to evaluate their classroom work in the element effectively.

An interesting point to add is that recently a number of students have, on their own initiative, been exploring various student teaching possibilities. These students have been going to various high schools to observe classes and the general operations in order to gain a basic familiarity of the choices to make a more appropriate decision.

Current Issues Concerning the Element

The element, when instituted in the second semester of next school year, will operate at the level of full implementation. Although many of the actual strategies of the element are not totally solidified at the present, the plans are fairly concrete and nearly all of the desired attributes are provided for.

However, there is one issue that, at present, has not been provided for and the faculty of Willamette University feels is mandatory. It is felt that plans to link the University to the Public Schools must be incorporated into the element. Under the current program, there are only infrequent gatherings with the cooperating teachers provided for. Although the effects of these gatherings has been positive, it is felt that the element should be designed to further improve the relationship between the schools and the University. The plans are uncertain as to how this is to be done, but the faculty members are discussing possible means of implementation and expect provisions to be made in the immediate future.

IMPACT AND EVALUATION

Willamette University is presently working with Educational Coordinates Northwest in planning for the element. In their planning process are incorporated preparatory evaluations to be compared with future findings. These proposed evaluations deal with Semantic Differentials and Likert Scales. The input from these evaluations will be used in the longitudinal study of the element. Forms will be given to the Social Foundations class and incorporated into the Professional Semester.

If financially possible, the faculty would like to have an evaluation made of the total element after is has been in operation for a period of time. If Educational Coordinates Northwest can function in the role of a disinterested third party, they would hopefully be contracted to do the research. If this is not feasible, the faculty have contemplated the contracting of the Bureau of Educational Research at the University of Oregon for this purpose. However, at present, there have been no funds allocated by the University for this type of evaluation.

SUMMARY AND INTERPRETATION

The Professional Semester will consist of a sixteen week concentration of all the coursework presently spread out over four years of a student's career at Willamette University. Incorporated into the element will be Social Foundations, Psychological Foundations, study in teaching methods in a student's area of concentration, and student teaching.

The element is being designed by the University faculty members and Educational Coordinates Northwest, a private firm. Students in the present Social Foundations course, too, were involved to some extent in the design of the element.

The element is being designed to incorporate performance objectives, personalized and individualized learning, and great emphasis on self-evaluation by students. The element will be such that the experiences on the campus will be closely related to those in the student teaching classroom. The linkage will be maintained throughout the semester so that when the student teacher in involved in full time student teaching he will already be familiar with the operations of the classroom and the students with whom he will be working.

Because the student will be totally involved with the Professional Semester and because the number of students will be small, the element provides the flexibility that is necessary to satisfy each student's needs.

Evaluation of the element will be done through a longitudinal study that has already been initiated by Educational Coordinates Northwest. Hopefully a study can be made, if it can be financed, after the element is in operation for a period of time. This possibly would be done by either Educational Coordinates Northwest or by the Bureau of Educational Research at the University of Oregon.

The element will be fully implemented when it goes into operation the second semester of this coming school year.